

The InvestiGator Club™

Correlation

The InvestiGator Club and Louisiana Pre-K Program Content Standards

The following references are examples of components and teaching in The InvestiGator Club Prekindergarten Learning System that align to the Louisiana Content Standards. The correlation is intended to illustrate the system's approach to these standards, not the comprehensiveness of the program.

English Language Arts

Standard One: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Benchmark ELA-1-E1: Gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors using phonemic awareness, phonics, sentence structure, and meaning	
Grade-Level Expectation: 1. Demonstrate understanding of phonological awareness by doing the following:	
<ul style="list-style-type: none"> manipulating endings of words and nonsense words to make rhyming sounds manipulating syllables in spoken words (segment/blend) identifying and manipulating onset and rhyme in words with three sounds (onset of the word <i>cake</i> is /k/ and the rhyme of the word <i>cake</i> is /-ake/) repeating each word in a simple sentence (PK-LL-L3) (ELA-1-E1) 	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Daily Phonological Awareness activities are provided in the Everyday Literacy section of each Teacher Guide. Also: <ul style="list-style-type: none"> Investigation Flapboards and Flap Fillers Literacy Flap Fillers and Stories (TG) Alphabet Flapboard and Flap Fillers Reading Center Cards 	Let's Investigate! TG pp. 128–129 Everyday Literacy: Recognize Rhyming Words Under Construction TG pp. 82–83 Small Group: Get Started and Make Connections Splash and Dig TG p. 60 Everyday Literacy: Loading the Ship Watch It Grow TG p. 80 Everyday Literacy: Tap for Syllables

Benchmark ELA-1-E1	
Grade-Level Expectation: 2. Demonstrate understanding of phonemic awareness by manipulating and identifying individual sounds (phonemes) in spoken words with three sounds (PK-LL-L3) (ELA-1-E1)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
The InvestiGator Club provides a systematic approach to literacy skill development. Also: <ul style="list-style-type: none"> Oral Language Cards Dilly and Friends Doll Puppets 	Weather Watchers TG p. 60 Everyday Literacy: Listen and Count Sounds and Substitute Sounds TG p. 80 Everyday Literacy: How Many Sounds Do You Hear? TG p. 100 Everyday Literacy: Spin, Find, and Say

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Benchmark ELA-1-E1	
<p>Grade-Level Expectation: 3. Demonstrate understanding of alphabetic principle by doing the following:</p> <ul style="list-style-type: none"> ● identifying own first name in print ● identifying at least eight uppercase or lowercase letters, focusing on those in the student’s name (PK-LL-L3) (ELA-1-E1) 	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
<p>Daily Phonological Awareness activities are provided in the Everyday Literacy section of each Teacher Guide. Also:</p> <ul style="list-style-type: none"> • Dilly’s Alphabet Cards • Alphabet Flapboard and Flap Fillers • <i>Dilly’s Alphabet Show</i> Picture Book • Magnetic Foam Letters • Clubhouse Attendance Poster 	<p>Let’s Investigate! TG pp. 108–109 Everyday Literacy: Play a Letter Game and Make Connections</p> <p>Under Construction TG p. 31 Daily Routines: Attendance TG p. 105 Small Group: Letter Hokey Pokey</p> <p>Healthy You TG p. 121 Everyday Literacy: What Do I See?</p> <p>Watch It Grow TG p. 40 Learning Centers: The Hungry Bear</p> <p>Weather Watchers TG p. 31 Daily Routines: Attendance</p>

Benchmark ELA-1-E1	
<p>Grade-Level Expectation: 4. Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)</p>	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
<p>Everyday Oral Language activities provide an opportunity to develop vocabulary, listening, and speaking skills with exciting components designed to spark conversation and participation. Also:</p> <ul style="list-style-type: none"> • Oral Language Cards • Trade Books • Bruno Bee Mail Poster • Center Cards • Bruno’s Buzz Nonfiction Readers • Dilly and Friends Lapbooks and Little Books • Investigation Flapboards and Flap Fillers • Alphabet Flapboard and Flap Fillers • Daily Routine Posters • Art Prints • eFlapboards Learning Software 	<p>Let’s Investigate! TG p. 201 Small Group: What’s My Job?</p> <p>Finny, Feathery, Furry Friends TG pp. 96–97 Opening Circle Time: Set the Stage and Get Started</p> <p>Splash and Dig TG p. 79 Opening Circle Time: Questions, Please!</p> <p>Weather Watchers TG p. 30 Daily Routines: Bee Mail</p>

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Benchmark ELA-1-E2: Using the conventions of print (e.g., left-to-right directionality, top-to-bottom, one-to-one matching, sentence framing)	
Grade-Level Expectation: 5. Demonstrate understanding of book and print concepts by doing the following:	
<ul style="list-style-type: none"> • recognizing that a book has a cover and identifying the cover and title of a book • holding a book right side up • differentiating between an illustration and printed text • recognizing that print is read left-to-right and top-to-bottom (PK-LL-R3) (ELA-1-E2) 	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Dilly and Friends Lapbooks and Little Books Dilly and Friends Read Along CD Trade Books Bruno’s Buzz Nonfiction Readers Daily Routine Posters Reading Center Cards	Let’s Investigate! TG pp. 102–103 Opening Circle Time: Get Started Under Construction TG p. 109 Whole Group: Chuck, Chuck, and Away Finny, Feathery, Furry Friends TG p. 40 Learning Centers: Storytelling Time Splash and Dig TG pp. 66–67 Whole Group: Read the Poems Watch It Grow TG pp. 90–91 Closing Circle Time: Write a Story

Benchmark ELA-1-E4: Recognizing story elements (e.g., setting, plot, character, theme) and literary devices (e.g., simile, dialogue, personification) within a selection	
Grade-Level Expectation: 6. Relate pictures to characters (PK-LL-R4) (ELA-1-E4)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Dilly and Friends Doll Puppets Dilly and Friends Lapbooks and Little Books Literacy Flap Fillers and Stories (TG) Alphabet Flapboard and Flap Fillers Trade Books	Splash and Dig TG pp. 52–53 Investigation Launch: Get Started and Tell the Story Watch It Grow TG pp. 52–53 Investigation Launch: Get Started and Tell the Story Weather Watchers TG pp. 66–67 Whole Group: Set the Stage, Get Started, and Make Connections

Benchmark ELA-1-E4	
Grade-Level Expectation: 7. Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Children use Dilly and Friends Doll Puppets to role-play characters from Dilly and Friends Lapbooks and Little Books and Flapboard stories. Also: <ul style="list-style-type: none"> • Watch It Grow Flapboards and Flap Fillers • Classic Literature (TG) • Under Construction Reproducible: “The Three Little Pigs” Story Scene (TG p. 164) • Finny, Feathery, Furry Friends Reproducible: “The Lion and the Mouse” Story Scene (TG p. 164) • Trade Books • Dramatic Play Center Cards 	Under Construction TG pp. 126–127 Whole Group: Get Started Finny, Feathery, Furry Friends TG pp. 126–127 Whole Group: Get Started Watch It Grow TG p. 85 Small Group: Reread a Robot Story

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Benchmark ELA-1-E5: Reading, comprehending, and responding to written, spoken, and visual texts in extended passages (e.g., range for fiction passages—450–1,000 words; range for nonfiction—450–850 words)	
Grade-Level Expectation: 8. Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Investigation Flapboards and Flap Fillers Alphabet Flapboard and Flap Fillers Dilly and Friends Lapbooks and Little Books Dilly and Friends Read Along CD Trade Books Bruno’s Buzz Nonfiction Readers Classic Literature (TG)	Let’s Investigate! TG pp. 168–169 Opening Circle Time: Read the Story Under Construction TG p.112 Closing Circle Time: Sharing Chair Splash and Dig TG pp. 82–83 Small Group: Make Connections

Benchmark ELA-1-E5	
Grade-Level Expectation: 9. Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Investigation Flapboards and Flap Fillers Alphabet Flapboard and Flap Fillers eFlapboards Learning Software Dilly and Friends Doll Puppets Dilly and Friends Lapbooks and Little Books Bruno’s Buzz Nonfiction Readers Trade Books	Let’s Investigate! TG p. 215 Opening Circle Time: Be an InvestiGator and The Curiosity in You Finny, Feathery, Furry Friends TG p. 69 Whole Group: Reread a Story Splash and Dig TG pp. 66–67 Whole Group: Make Connections

Benchmark ELA-1-E6: Interpreting (e.g., retelling, summarizing) texts to generate connections to real-life situations	
Grade-Level Expectation: 10. Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Investigation Flapboards and Flap Fillers Alphabet Flapboard and Flap Fillers Dilly and Friends Doll Puppets Dilly and Friends Read Along CD Dilly and Friends Lapbooks and Little Books Trade Books	Let’s Investigate! TG pp. 80–81 Opening Circle Time: Make Connections Healthy You TG pp. 106–107 Whole Group: Make Connections Finny, Feathery, Furry Friends TG pp. 66–67 Whole Group: Read the Story and Make Connections

Benchmark ELA-1-E6	
Grade-Level Expectation: 11. Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Investigation Flapboards and Flap Fillers Alphabet Flapboard and Flap Fillers Dilly and Friends Doll Puppets Dilly and Friends Read Along CD Dilly and Friends Lapbooks and Little Books Trade Book: <i>I Love Trucks!</i>	Let’s Investigate! TG pp. 190–191 Opening Circle Time: Read the Story Under Construction TG pp. 66–67 Whole Group: Read the Story and Make Connections Weather Watchers TG p. 65 Small Group: “We Watch Weather”

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Standard Seven: Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.

Benchmark ELA-7-E1: Using comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) to interpret oral, written, and visual texts

Grade-Level Expectation: 12. Demonstrate understanding of texts read aloud using a variety of strategies, including:

- sequencing two or three pictures to illustrate events in a story
- participating in a group discussion to predict what a book will be about
- determining whether the prediction was accurate (PK-LL-R2) (ELA-7-E1)

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
<p>The Investigation Launch in each Investigation (TG pp. 52–53) invites children to participate in group discussion to predict what the story will be about and to determine the accuracy of the prediction. Flapboards and Flap Fillers are also used to sequence the events of stories. Also:</p> <ul style="list-style-type: none"> • eFlapboards Learning Software • Dilly and Friends Doll Puppets • Dilly and Friends Read Along CD • Dilly and Friends Lapbooks and Little Books • Bruno’s Buzz Nonfiction Readers • Trade Books 	<p>Let’s Investigate! TG pp. 168–169 Opening Circle Time: Get Started and Read the Story Finny, Feathery, Furry Friends TG pp. 66–67 Whole Group: Make Connections Splash and Dig TG pp. 86–87 Whole Group: Make Connections Watch It Grow TG p. 69 Whole Group: Reread a Soup Story</p>

Benchmark ELA-7-E2: Using basic reasoning skills, life experiences, and available information to solve problems in oral, written, and visual texts

Grade-Level Expectation: 13. Identify problems and solutions in stories that are read aloud (PK-LL-R2) (ELA-7-E2)

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
<p>Investigation Flapboards and Flap Fillers Alphabet Flapboard and Flap Fillers eFlapboards Learning Software Dilly and Friends Doll Puppets Dilly and Friends Read Along CD Dilly and Friends Lapbooks and Little Books Trade Books</p>	<p>Let’s Investigate! TG p. 112 Small Group: Favorite Books Healthy You TG pp.106–107 Whole Group: Read the Story and Make Connections Watch It Grow TG pp. 106–107 Whole Group: Read the Story and Make Connections Weather Watchers TG pp. 66–67 Whole Group: Read the Story and Make Connections</p>

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Benchmark ELA-7-E4: Using basic reasoning skills to distinguish fact from opinion, skim and scan for facts, determine cause and effect, generate inquiry, and make connections with real-life situations	
Grade-Level Expectation: 14. Use simple reasoning skills, including: <ul style="list-style-type: none"> • identifying reality and fantasy in texts read aloud (PF-LL-R1) • determining why something happens in a story read aloud (PK-LL-R2) • asking simple questions about a story read aloud (e.g., who, where) (PK-LL-S3) (ELA-7-E4) 	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Dilly and Friends Doll Puppets Dilly and Friends Read Along CD Dilly and Friends Lapbooks and Little Books Trade Books Investigation Flapboards and Flap Fillers Alphabet Flapboard and Flap Fillers eFlapboards Learning Software Bruno's Buzz Nonfiction Readers	Let's Investigate! TG pp. 146–147 Opening Circle Time: Read the Story Under Construction TG pp. 66–67 Whole Group: Read the Story and Make Connections Watch It Grow TG p. 129 Whole Group: Retell a Classic Weather Watchers TG pp. 126–127 Whole Group: Tell the Story and Make Connections

Standard Two: Students write competently for a variety of purposes and audiences.

Benchmark ELA-2-E1: Drawing, dictating, and writing compositions that clearly state or imply a central idea with supporting details in a logical, sequential order (beginning, middle, end)	
Grade-Level Expectation: 15. Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Children express themselves daily in writing at the Writing Learning Center. Early and Shared Writing experiences in each Investigation help children represent stories and experiences through writing, dictation, and pictures. Also: <ul style="list-style-type: none"> • Reproducible Journal Pages (TG) • Daily Routine Posters • Writing Center Cards • Blank Flap Fillers 	Let's Investigate! TG p. 95 Whole Group: Reading Everywhere Under Construction TG pp. 62–63 Small Group: Write About Helping Finny, Feathery, Furry Friends TG pp. 62–63 Small Group: Write About Animals

Benchmark ELA-2-E3: Creating written texts using the writing process	
Grade-Level Expectation: 16. Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
During Shared Writing time, children have the opportunity to orally share words and ideas for group writing activities such as webs, poems, charts, cartoons, lists, letters, stories, and class books. Many children's ideas for writing are generated by using: <ul style="list-style-type: none"> • Investigation Flapboards and Flap Fillers • Alphabet Flapboard and Flap Fillers • Oral Language Cards • Art Prints • Trade Books • Dilly and Friends Lapbooks and Little Books 	Let's Investigate! TG pp. 96–97 Closing Circle Time: List Favorite Things Under Construction TG pp. 70–71 Closing Circle Time: Write an Experience Chart Weather Watchers TG pp. 56–57 Opening Circle Time: Make Connections

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Benchmark ELA-2-E4: Using narration, description, exposition, and persuasion to develop compositions (e.g., stories, letters, poems, logs)	
Grade-Level Expectation: 17. Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Story Scene Reproducibles (TG) Reproducible Journal Pages (TG) Bruno’s Buzz Nonfiction Reader: <i>The Shopping List</i> Splash and Dig Center Card: “Water Everywhere” Writing Center Cards Daily Routine Posters	Let’s Investigate! TG pp. 140–141 Closing Circle Time: Type a Class Letter Splash and Dig TG p. 41 Learning Centers: Water Everywhere Watch It Grow TG p. 125 Small Group: Shopping Lists
Benchmark ELA-2-E5: Recognizing and applying literary devices (e.g., figurative language)	
Grade-Level Expectation: 18. Participate in group-shared writing activities that include rhyming and descriptive words (PK-LL-W3) (PK-LL-W4) (PK-LL-L3) (ELA-2-E5)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Group Shared Writing activities that include rhyming and descriptive words are generated by children’s participation using the following components: <ul style="list-style-type: none"> • Literacy Flap Fillers and Stories (TG) • Alphabet Flapboard and Flap Fillers • Oral Language Cards • Art Prints • Trade Books • Dilly and Friends Lapbooks and Little Books • Daily Routine Posters 	Let’s Investigate! TG p. 231 Closing Circle Time: The InvestiGator Club Finny, Feathery, Furry Friends TG pp. 110–111 Closing Circle Time: Write About Fears Weather Watchers TG pp. 70–71 Closing Circle Time: Write a Weather Poem
Benchmark ELA-2-E6: Writing as a response to texts and life experiences (e.g., journals, letters, lists)	
Grade-Level Expectation: 19. Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Investigation Flapboards and Flap Fillers Alphabet Flapboard and Flap Fillers Dilly and Friends Lapbooks and Little Books Bruno’s Buzz Nonfiction Readers Trade Books Reproducible Journal Pages (TG) Writing Center Cards	Let’s Investigate! TG pp. 162–163 Closing Circle Time: Set the Stage, Write About Strengths, and Make Connections Healthy You TG pp. 126–127 Whole Group: Make Connections Splash and Dig TG p. 124 Small Group: Water Winners

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Standard Three: Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

Benchmark ELA-3-E1: Writing legibly, allowing margins and correct spacing between letters in a word and words in a sentence	
Grade-Level Expectation: 20. Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Dilly’s Alphabet Cards are used throughout the program to demonstrate consistent letter formation by providing writing models for each uppercase and lowercase letter. Also: <ul style="list-style-type: none"> • Under Construction Center Card: “That’s My Name!” • Splash and Dig Center Card: “Water Everywhere” 	Let’s Investigate! TG pp. 206–207 Closing Circle Time: Make a List Under Construction TG pp. 90–91 Closing Circle Time: Make Connections Splash and Dig TG p. 41 Learning Centers: Fun with Water Watch It Grow TG pp. 110–111 Closing Circle Time: Write Directions Weather Watchers TG p. 41 Learning Centers: Felt Board Names and Stories

Standard Four: Students demonstrate competence in speaking and listening as tools for learning and communicating.

Benchmark ELA-4-E1: Speaking intelligibly, using standard English pronunciation	
Grade-Level Expectation: 21. Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Dilly and Friends Lapbooks and Little Books are used throughout the program to help children develop social and emotional skills (for example, <i>Dilly and JT Gator</i> (being scared) and <i>Dilly and Rosalita Sausalita</i> (identifying emotions)). Also: <ul style="list-style-type: none"> • Dilly and Friends Doll Puppets • Dilly and Friends Lapbooks and Little Books • Trade Books 	Let’s Investigate! TG p. 121 Closing Circle Time: Tell Us a Story Healthy You TG p. 124 Small Group: Be Prepared! Weather Watchers TG p. 65 Small Group: Feel It, Show It, Say It

Benchmark ELA-4-E1	
Grade-Level Expectation: 22. Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Investigation Flapboards and Flap Fillers Dilly and Friends Lapbooks and Little Books Dilly and Friends Doll Puppets Oral Language Cards Daily Routine Posters	Let’s Investigate! TG p. 148 Opening Circle Time: School Tour Under Construction TG pp. 56–57 Opening Circle Time: Set the Stage and Get Started Weather Watchers TG p. 59 Opening Circle Time: Rainy-Day Walk

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Benchmark ELA-4-E2: Giving and following directions/procedures	
Grade-Level Expectation: 23. Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Numerous activities, crafts, and games require children to orally repeat instructions. Also: <ul style="list-style-type: none"> • Dilly and Friends Doll Puppets • Chuck Safety Poster 	Under Construction TG p. 29 Daily Routines: Safety Finny, Feathery, Furry Friends TG p.105 Small Group: Bird Feeders Watch It Grow TG p. 78 Opening Circle Time: Who’s Got the Seed?

Benchmark ELA-4-E2	
Grade-Level Expectation: 24. Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Let’s Investigate! Flapboards and Flap Fillers Bruno Buzzbee Doll Puppet <i>Dilly and Bruno Buzzbee</i> Lapbook and Little Book <i>Dilly and Great Auntie Lu</i> Lapbook and Little Book Dilly’s Music and Movement CD Center Cards	Let’s Investigate! TG pp. 154–155 Small Group: Set the Stage and Make Connections Healthy You TG p. 132 Closing Circle Time: Stop, Drop, Roll Splash and Dig TG p. 109 Whole Group: Really Listen! Watch It Grow TG pp. 106–107 Whole Group: Read the Story and Make Connections

Benchmark ELA-4-E3: Telling or retelling stories in sequence	
Grade-Level Expectation: 25. Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Investigation Flapboards and Flap Fillers Alphabet Flapboard and Flap Fillers Dilly and Friends Lapbooks and Little Books Dilly and Friends Doll Puppets Trade Books Story Scene Reproducibles (TG) Classic Literature (TG) Blank Flap Fillers	Let’s Investigate! TG p. 105 Opening Circle Time: The Storyteller in You Healthy You TG p. 129 Whole Group: Retell a Classic Splash and Dig TG p. 40 Learning Centers: Flannel Board Stories Watch It Grow TG pp. 82–23 Small Group: Make Connections

Benchmark ELA-4-E4: Giving rehearsed and unrehearsed presentations	
Grade-Level Expectation: 26. Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Dilly and Friends Doll Puppets Dilly and Friends Lapbooks and Little Books Oral Language Cards Dilly Birthday Poster Trade Book: <i>Little Quack</i> Bruno’s Buzz Nonfiction Readers	Finny, Feathery, Furry Friends TG p. 89 Whole Group: Reread a Duck Story Watch It Grow TG p. 72 Closing Circle Time: Sharing Chair Weather Watchers TG p. 28 Daily Routines: Birthdays

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Benchmark ELA-4-E5: Speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)

Grade-Level Expectation: 27. Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes, and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
<p>During Opening Circle Time activities, songs, finger plays, stories, games, and rhymes help teachers cover critical listening and speaking skills in fun, child-centered ways. Children have Doll Puppet shows, pretend to be grown-ups, and dress up in the Dramatic Play Center. Also:</p> <ul style="list-style-type: none"> • Listen to Your World CD • Dilly’s Music and Movement CD • Alphabet Song Poster • InvestiGator Club Theme Song Poster • Art Print: <i>Children Playing on the Beach</i> • Art Print: <i>Sunflowers</i> • Art Print: <i>Hippopotamus</i> • Art Print: <i>Optometrist</i> • Dramatic Play Center Cards 	<p>Let’s Investigate! TG p. 95 Whole Group: Reading Everywhere</p> <p>Under Construction TG p. 79 Opening Circle Time: Do You See It?</p> <p>Finny, Feathery, Furry Friends TG p. 49 Learning Centers: Act Out Animals</p> <p>Splash and Dig TG p. 39 Daily Routines: Day at the Beach</p> <p>Weather Watchers TG p. 109 Whole Group: Friends Like Rosalita</p>

Benchmark ELA-4-E6: Listening and responding to a wide variety of media (e.g., music, TV, film, speech)

Grade-Level Expectation: 28. Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
<p>Dilly and Friends Doll Puppets Dilly and Friends Read Along CD Listen to Your World CD Dilly’s Music and Movement CD Art Prints</p>	<p>Let’s Investigate! TG p. 99 Closing Circle Time: The Musician in You</p> <p>Under Construction TG p. 58 Opening Circle Time: Whoosh! Whoosh!</p> <p>Finny, Feathery, Furry Friends TG pp. 106–107 Whole Group: Make Connections</p>

Benchmark ELA-4-E7: Participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)

Grade-Level Expectation: 29. Recognize and follow agreed-upon rules for discussing, such as raising one’s hand, waiting one’s turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
<p>Dilly and Friends Lapbooks and Little Books are used throughout the program to develop social and emotional skills (for example, <i>Dilly and the InvestiGator Club</i> (working together), <i>Dilly and Chuck Wood</i> (sharing), <i>Dilly and Bruno Buzzbee</i> (following directions)). Also:</p> <ul style="list-style-type: none"> • Clubhouse Attendance Poster • Dilly and Friends Doll Puppets • Dilly and Friends Read Along CD • Dilly’s Music and Movement CD 	<p>Let’s Investigate! TG p. 208 Closing Circle Time: Busy Bees</p> <p>Healthy You TG p. 118 Opening Circle Time: Everyday Safety</p> <p>Watch It Grow TG p. 124 Small Group: Kabob Crew</p>

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Standard Five: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

Benchmark ELA-5-E1: Recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, alphabetizing, captions, legends, pull-down menus, keyword searches, icons, passwords, entry menu features)	
Grade-Level Expectation: 30. Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
In the Technology Learning Center, children turn on the computer and use a mouse to point, click, and drag. Also: <ul style="list-style-type: none"> • eFlapboards Learning Software • Technology Center Cards 	Let's Investigate! TG p. 91 Small Group: Electronic Stories Healthy You TG p. 46 Learning Centers: eFlapboard Fun Finny, Feathery, Furry Friends TG p. 46 Learning Centers: Computer Fun Weather Watchers TG p. 46 Learning Centers: Spring Pictures

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Math

Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.

Benchmark N-1-E: constructing number meaning and demonstrating that a number can be expressed in many different forms (e.g., standard notation, number words, number lines, geometrical representation, fractions, and decimals)

Grade-Level Expectation: 1. Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
The InvestiGator Club contains counting activities in each Investigation. Also: <ul style="list-style-type: none"> • Magnetic Math Board • Magnetic Foam Numbers • Magnetic Counting Strips • Let's Investigate! Flapboards and Flap Fillers • Splash and Dig Flapboards and Flap Fillers • Trade Books: <i>Millions of Snowflakes</i>, <i>Little Quack</i> • Weather Watchers Flapboards and Flap Fillers • Finny, Feathery, Furry Friends Center Card: "How Many Dogs?" 	Let's Investigate! TG pp. 220–221 Small Group: "Knock for Numbers" Let's Investigate! TG p. 227 Whole Group: Knock Again Finny, Feathery, Furry Friends TG p. 33 Daily Routines: Numbers Weather Watchers TG pp. 86–87 Whole Group: <i>Millions of Snowflakes</i>

Benchmark N-1-E

Grade-Level Expectation: 2. Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Magnetic Math Board Magnetic Foam Numbers Magnetic Counting Strips Let's Investigate! Flapboards and Flap Fillers Let's Investigate! Center Card: "Math Match" Splash and Dig Flapboards and Flap Fillers Trade Books: <i>Millions of Snowflakes</i> , <i>Little Quack</i> Weather Watchers Flapboards and Flap Fillers Finny, Feathery, Furry Friends Center Card: "How Many Dogs?"	Let's Investigate! TG p. 91 Small Group: One to One Finny, Feathery, Furry Friends TG p. 64 Small Group: The Number 5 TG pp. 86–87 Whole Group: <i>Little Quack</i> TG p. 128 Whole Group: 0 to 5 Weather Watchers TG p. 84 Small Group: We Know 10

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Benchmark N-1-E	
Grade-Level Expectation: 3. Identify an object’s position as first or last (PK-CM-G3) (N-1-E)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Alphabet Flapboard and Flap Fillers Magnetic Math Board Magnetic Foam Numbers Magnetic Counting Strips Let’s Investigate! Flapboards and Flap Fillers Splash and Dig Flapboards and Flap Fillers Weather Watchers Center Card: “Sequence Game” Watch It Grow Flapboards and Flap Fillers Trade Books: <i>Millions of Snowflakes</i> , <i>Little Quack</i> , <i>Apple Farmer Annie</i> Dilly and Friends Doll Puppets	Let’s Investigate! TG pp. 130–131 Everyday Literacy: Use the Alphabet Flapboard TG pp. 180–181 Whole Group: Follow the Obstacle Course

Benchmark N-1-E	
Grade-Level Expectation: 4. Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Each InvestiGator Club Investigation contains specific activities focused on one or more of the numbers one to ten. Also: <ul style="list-style-type: none"> • Magnetic Math Board • Magnetic Foam Numbers • Let’s Investigate! Center Card: “Math Match” • Watch It Grow Center Card: “Sorting Seeds” • Trade Books: <i>Apple Farmer Annie</i>, <i>Millions of Snowflakes</i>, <i>More</i>, <i>Fewer</i>, <i>Less</i> • Watch It Grow Flapboards and Flap Fillers • Weather Watchers Center Card: “Sequence Game” • Finny, Feathery, Furry Friends Flapboards and Flap Fillers 	Let’s Investigate! TG p. 227 Whole Group: Knock Again Splash and Dig TG p. 84 Small Group: We Dig 6

Benchmark N-3-E: reading, writing, representing, comparing, ordering, and using whole numbers in a variety of forms (e.g., standard notation, number line, and geometrical representation)	
Grade-Level Expectation: 5. Compare sets of objects using the words same/different and more/less/fewer (PK-CM-N1) (N-3-E) (N-7-E). Also see GLEs #1 and #4.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Magnetic Math Board Magnetic Foam Numbers Let’s Investigate! Center Card: “Math Match” Trade Books: <i>Apple Farmer Annie</i> , <i>Millions of Snowflakes</i> , <i>More</i> , <i>Fewer</i> , <i>Less</i> Watch It Grow Center Card: “Sorting Seeds” Watch It Grow Flapboard and Flap Fillers Weather Watchers Center Card: “Sequence Game” Finny, Feathery, Furry Friends Flapboards and Flap Fillers	Let’s Investigate! TG p. 156 Small Group: More or Less TG p. 200 Small Group: Alike and Different

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Benchmark N-7-E: constructing, using, and explaining procedures to compute and estimate with whole numbers (e.g., mental math strategies)	
Grade-Level Expectation: See GLE #5.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Magnetic Math Board Magnetic Foam Numbers Let's Investigate! Center Card: "Math Match" Watch It Grow Center Card: "Sorting Seeds" Trade Books: <i>Apple Farmer Annie</i> , <i>Millions of Snowflakes</i> , <i>More, Fewer, Less</i> Watch It Grow Flapboards and Flap Fillers Weather Watchers Center Card: "Sequence Game" Finny, Feathery, Furry Friends Flapboards and Flap Fillers <ul style="list-style-type: none"> • Dilly and Friends Music and Movement CD 	Let's Investigate! TG p. 95 Whole Group: Match One to One Under Construction TG pp. 86–87 Whole Group: <i>The Shape of Things</i> TG p. 128 Whole Group: How Many?

Measurement: In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.

Benchmark M-1-E: applying (measure or solve measurement problem) the concepts of length (inches, feet, yards, miles, millimeters, centimeters, decimeters, meters, kilometers), area, volume, capacity (cups, liquid pints and quarts, gallons, milliliters, liters), weight (ounces, pounds, tons, grams, kilograms), mass, time (seconds, minutes, hours, days, weeks, months, years), money, and temperature (Celsius and Fahrenheit) to real-world experiences	
Grade-Level Expectation: 6. Use comparative vocabulary in measurement settings (e.g., long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Math vocabulary is stressed throughout with activities designed to explore measurement. Also: <ul style="list-style-type: none"> • Magnetic Math Board • Magnetic Foam Numbers • Magnetic Counting Strips • <i>Dilly and Bruno Buzzbee</i> Lapbook and Little Book • Let's Investigate! Flapboards and Flap Fillers • Trade Book: <i>More, Fewer, Less</i> • Finny, Feathery, Furry Friends Flapboards and Flap Fillers • Oral Language Cards 44, 46, 48 	Let's Investigate! TG p. 156 Small Group: More or Less TG p. 179 Small Group: Loud and Quiet Sounds TG p. 205 Whole Group: Long and Short Worms Finny, Feathery, Furry Friends TG p. 69 Whole Group: Color, Size, Shape Watch It Grow TG p. 69 Whole Group: Bigger than a Tree?

The InvestiGator Club and Louisiana Content Standards Correlation

Benchmark M-2-E: selecting and using appropriate standard and non-standard units of measure (e.g., paper clips and Cuisenaire rods) and tools for measuring length, area, capacity, weight/mass, and time for a given situation by considering the purpose and precision required for the task	
Grade-Level Expectation: 7. Use words such as day, week, month, schedule, morning, noon, night (PK-CM-M1) (M-2-E). Also see GLE #6.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
JT Days Poster <i>Dilly and JT Gator</i> Lapbook and Little Book	Let's Investigate! TG p. 83 Opening Circle Time: The Traveler in You TG p. 134 Small Group: Yesterday, Today, Tomorrow TG pp. 136–137 Whole Group: Make a Sand Clock

Benchmark M-3-E: using estimation skills to describe, order, and compare measures of length, capacity, weight/mass, time, and temperature	
Grade-Level Expectation: See GLE #6.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
<ul style="list-style-type: none"> • Magnetic Math Board • Magnetic Foam Numbers • Magnetic Counting Strips • Trade Book: <i>More, Fewer, Less</i> • <i>Dilly and Bruno Buzzbee</i> Lapbook and Little Book • Finny, Feathery, Furry Friends Flapboards and Flap Fillers • Oral Language Cards 44, 46, 48 	Let's Investigate! TG p. 156 Small Group: More or Less TG p. 183 Whole Group: Cut to Size Finny, Feathery, Furry Friends TG pg. 69 Whole Group: Color, Size, Shape

Geometry: In problem-solving investigations, students demonstrate an understanding of geometric concepts and applications involving one-, two-, and three-dimensional geometry, and justify their findings.

Benchmark G-2-E: identifying, describing, comparing, constructing, and classifying two-dimensional and three-dimensional geometric shapes using a variety of materials	
Grade-Level Expectation: 8. Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Each Investigation contains Math Flap Fillers that help teach shapes. Additional shape-oriented components include: <ul style="list-style-type: none"> • Let's Investigate! Center Card: "Math Match" • Trade Book: <i>The Shape of Things</i> • Healthy You Flapboards and Flap Fillers • Finny, Feathery, Furry Friends Flapboards and Flap Fillers • Oral Language Card 18 	Let's Investigate! TG p. 222 Small Group: Basic Shapes TG pp. 224–225 Whole Group: Go on a Shape Search Splash and Dig TG p. 108 Whole Group: Connecting Blocks

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Benchmark G-2-E	
Grade-Level Expectation: 9. Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Sorting activities are part of each Investigation. Also: <ul style="list-style-type: none"> • Magnetic Counting Strips • Bruno Bee Mail Poster • Let’s Investigate! Flapboards and Flap Fillers • Let’s Investigate! Center Card: “Math Match” • Watch It Grow Flapboards and Flap Fillers • Trade Book: <i>Apple Farmer Annie, The Shape of Things</i> • Weather Watchers Center Card: “Sequence Game” • Finny, Feathery, Furry Friends Flapboards and Flap Fillers 	Let’s Investigate! TG p. 69 Whole Group: All Sorts of Colors TG pp. 132–133 Small Group: Find a Perfect Match TG pp. 202–203 Whole Group: Sorting Things

Benchmark G-3-E: making predictions regarding combinations, subdivisions, and transformations (slides, flips, turns) of simple plane geometric shapes	
Grade-Level Expectation: 10. Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Chuck Safety Poster Chuck Wood Doll Puppet	Let’s Investigate! TG pp. 180–181 Whole Group: Follow the Obstacle Course TG p. 187 Closing Circle Time: Chuck Says

Benchmark G-3-E	
Grade-Level Expectation: 11. Recognize and manipulate an object’s position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Magnetic Math Board Magnetic Foam Numbers Magnetic Counting Strips Dilly and Friends Doll Puppets	Let’s Investigate! TG p. 183 Whole Group: Word Puzzles Finny, Feathery, Furry Friends TG p. 42 Learning Centers: Part and Whole Splash and Dig TG p. 42 Learning Centers: Puzzle Builders

Benchmark G-4-E: drawing, constructing models, and comparing geometric shapes, with special attention to developing spatial sense	
Grade-Level Expectation: See GLE #11.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
<ul style="list-style-type: none"> • Magnetic Math Board • Magnetic Foam Numbers • Magnetic Counting Strips • Dilly and Friends Doll Puppets • Trade Book: <i>Millions of Snowflakes, The Shape of Things</i> • Healthy You Flapboards and Flap Fillers 	Let’s Investigate! TG p. 177 Small Group: Build a Neighborhood TG p. 178 Small Group: From Small to Large Under Construction TG pp. 134–135 Culminating Activity: Build Tall Towers Weather Watchers TG p. 69 Whole Group: Snowy Shapes

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Data Analysis, Probability, and Discrete Math: In problem-solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.

Benchmark D-1-E: collecting, organizing, and describing data based on real-life situations	
Grade-Level Expectation: See GLE #9.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Magnetic Counting Strips Bruno Bee Mail Poster Let's Investigate! Flapboards and Flap Fillers Let's Investigate! Center Card: "Math Match" Watch It Grow Flapboards and Flap Fillers Trade Book: <i>Apple Farmer Annie</i> and <i>The Shape of Things</i> Weather Watchers Center Card: "Sequence Game" Finny, Feathery, Furry Friends Flapboards and Flap Fillers Oral Language Cards 47, 48, 79	Let's Investigate! TG p. 64 Small Group: Gathering Reading Data Finny, Feathery, Furry Friends TG pp. 90–91 Closing Circle Time: Write an Experience Chart Weather Watchers TG p. 85 Small Group: Sun and Shadows

Benchmark D-4-E: exploring, formulating, and solving sequence-of-pattern problems involving selection and arrangement of objects/numerals	
Grade-Level Expectation: 12. Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Let's Investigate! Flapboards and Flap Fillers Magnetic Counting Strips Dilly and Friends Doll Puppets Weather Watchers Center Card: "Sequence Game" Art Prints	Let's Investigate! TG p. 161 Whole Group: A Living Graph Finny, Feathery, Furry Friends TG p. 42 Learning Centers: Part and Whole Splash and Dig TG p. 108 Whole Group: Connecting Blocks

Patterns, Relations, and Functions: In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.

Benchmark P-1-E: recognizing, describing, extending, and creating a wide variety of numerical (e.g., skip counting of whole numbers), geometrical, and statistical patterns	
Grade-Level Expectation: 13. Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
<ul style="list-style-type: none"> • Dilly and Friends Music and Movement CD • Let's Investigate! Flapboards and Flap Fillers • Magnetic Counting Strips • Let's Investigate! Center Card: "Math Match" • Trade Book: <i>Millions of Snowflakes</i> • Under Construction Flapboards and Flap Fillers 	Let's Investigate! TG p. 117 Whole Group: Clap, Pat, Clap, Pat TG pp. 128–129 Everyday Literacy: Recognize Rhyming Words Under Construction TG p. 108 Whole Group: Carpenter's Rhythm Healthy You TG pp. 56–57 Opening Circle Time: "The Hokey Pokey"

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Benchmark P-1-E: recognizing, describing, extending, and creating a wide variety of numerical (e.g., skip counting of whole numbers), geometrical, and statistical patterns	
Grade-Level Expectation: See GLE #13.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Dilly and Friends Music and Movement CD Let's Investigate! Flapboards and Flap Fillers Magnetic Counting Strips Let's Investigate! Center Card: "Math Match" Trade Book: <i>Millions of Snowflakes</i> Under Construction Flapboards and Flap Fillers	Let's Investigate! TG p. 113 Small Group: People Patterns Under Construction TG p. 42 Learning Centers: Build a Pattern and Sorting Weather Watchers TG p. 69 Whole Group: Snowy Shapes

The InvestiGator Club and Louisiana Content Standards Correlation

Science

Science as Inquiry

Standard A: The Abilities Necessary to Do Scientific Inquiry

Benchmark SI-E-A1: asking appropriate questions about organisms and events in the environment	
Grade-Level Expectation: 1. Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
<p>Bruno’s Buzz Nonfiction Readers provide science context for asking and answering questions about the environment (for example, <i>Mud Pies</i> and <i>What’s the Weather?</i>). Also:</p> <ul style="list-style-type: none"> • Oral Language Card 64 • Dilly and Friends Doll Puppets • <i>Dilly and Bruno Buzzbee</i> Lapbook and Little Book • Manny Weather Poster • Watch It Grow Center Card: “Make a Garden” • Weather Watchers Center Cards: “Weather Watching,” “Strong Winds” • Splash and Dig Center Cards: “Cause and Effect,” “Mountains,” “Water Maze” 	<p>Let’s Investigate! TG p. 157 Small Group: Be Healthy Like Manny TG pp. 198–199 Small Group: Investigate Ants and Food</p> <p>Under Construction TG p. 79 Opening Circle Time: Where Do We Live?</p> <p>Weather Watchers TG p. 113 Closing Circle Time: Will It Move?</p>

Benchmark SI-E-A1	
Grade-Level Expectation: 2. Pose questions that can be answered by using students’ own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
<p>Oral Language Card 61 Manny Weather Poster Bruno’s Buzz Nonfiction Reader: <i>What’s the Weather?</i> Splash and Dig Center Cards: “Water Maze,” “Float or Sink?” Weather Watchers Center Cards: “Weather Watching,” “Strong Winds”</p>	<p>Healthy You TG p. 64 Small Group: What’s Inside Me?</p> <p>Splash and Dig TG p. 64 Small Group: Gathering Water Data</p> <p>Weather Watchers TG p. 85 Small Group: Sun and Shadows</p>

Benchmark SI-E-A3: communicating that observations are made with one’s senses	
Grade-Level Expectation: 3. Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
<p>Bruno’s Buzz Nonfiction Reader: <i>My Five Senses</i> focuses on the five senses. Also:</p> <ul style="list-style-type: none"> • JT Gator Doll Puppet • Healthy You Center Card: “Your Sense of Touch” • Home and Back Books and Journals (TG) • Oral Language Card 5 	<p>Let’s Investigate! TG p. 135 Small Group: Investigators Try and Record</p> <p>Under Construction TG p. 104 Small Group: Rocks Rock!</p> <p>Healthy You TG p. 43 Learning Centers: Your Sense of Touch</p>

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Benchmark SI-E-A4: employing equipment and tools to gather data and extend the sensory observations	
Grade-Level Expectation: 4. Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Children learn to use scientific tools and understand size and measurement at many of the Science Center and Sand and Water Center activities: <ul style="list-style-type: none"> • Weather Watchers Center Card: “Sink or Float?” • Splash and Dig Center Cards: “Mountains,” “Water Maze” 	Let’s Investigate! TG p. 45 Learning Centers: Science Stuff TG pp. 110–111 Small Group: Experiment with Magnets Watch It Grow TG p. 108 Whole Group: Measuring Sunflowers
Benchmark SI-E-A5: using data, including numbers and graphs, to explain observations and experiments	
Grade-Level Expectation: 5. Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Finny, Feathery, Furry Friends Reproducible: Frog Life Cycle (TG p. 163) Splash and Dig Center Cards: “Float or Sink?,” “Mountains,” “Water Maze”	Finny, Feathery, Furry Friends TG p. 104 Small Group: Bunch of Wild Animals! and A Closer Look at Frogs Watch It Grow TG p. 93 Closing Circle Time: Fruit Salad Survey Weather Watchers TG p. 104 Small Group: Make Lightning
Benchmark SI-E-A6: communicating observations and experiments in oral and written formats	
Grade-Level Expectation: 6. Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
<ul style="list-style-type: none"> • Bruno’s Buzz Nonfiction Reader: <i>Mud Pies</i> • Bruno Bee Mail Poster • Home and Back Books and Journals (TG) 	Under Construction TG p. 85 Small Group: Gather Water Data Healthy You TG p. 64 Small Group: What’s Inside Me? Splash and Dig TG pp. 122–123 Small Group: Bruno’s Buzz: <i>Mud Pies</i>
Benchmark SI-E-A7: utilizing safety procedures during experiments	
Grade-Level Expectation: 7. Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Chuck Safety Poster	Let’s Investigate! TG p. 45 Learning Centers: Safe Scientists Under Construction TG p. 29 Daily Routines: Safety TG pp. 54–55 Investigation Station Watch It Grow TG p. 44 Learning Centers: Tools of the Trade

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Standard B. Understanding Scientific Inquiry

Benchmark SI-E-B3: choosing appropriate equipment and tools to conduct an experiment	
Grade-Level Expectation: 8. Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Science Center activities provide the opportunity to use a variety of tools to examine objects.	Under Construction TG p. 104 Small Group: Rocks Rock! Finny, Feathery, Furry Friends TG p. 54 Investigation Station Watch It Grow TG p. 119 Opening Circle Time: Dirt Detectives

Benchmark SI-E-B4: developing explanations by using observations and experiments	
Grade-Level Expectation: See GLE #5.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Science Center activities provide the opportunity to use a variety of tools to examine objects. Also: <ul style="list-style-type: none"> • Watch It Grow Center Cards: “Make a Garden,” “Books About Plants” • Oral Language Cards 61, 62, 63, 64 	Watch It Grow TG p. 93 Closing Circle Time: Fruit Salad Survey Weather Watchers TG p. 104 Small Group: Make Lightning

Physical Science

Standard A: Properties of Objects and Materials

Benchmark PS-E-A1: observing, describing, and classifying objects by properties (size, weight, shape, color, texture, and temperature)	
Grade-Level Expectation: 9. Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
The Math and Science Centers are designed to provide many opportunities to sort and manipulate objects. Also: <ul style="list-style-type: none"> • Watch It Grow Center Cards: “Sorting Seeds,” “Make a Garden,” “Books About Plants” • Magnetic Math Board • Magnetic Foam Numbers • Magnetic Counting Strips 	Let’s Investigate! TG p. 69 Whole Group: All Sorts of Colors TG p. 200 Small Group: Long and Short Watch It Grow TG p. 104 Small Group: Where Does It Go?

Benchmark PS-E-A1	
Grade-Level Expectation: 10. Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
The Splash and Dig Investigation and Sand and Water Center activities throughout the program provide many opportunities for children to discover the properties of water through investigation.	Splash and Dig TG p. 43 Learning Centers: Float or Sink?

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Benchmark PS-E-A2: measuring properties of objects using appropriate materials, tools, and technology	
Grade-Level Expectation: 11. Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
<p>Science Centers provide children with the opportunity to use a variety of tools to examine objects. Also:</p> <ul style="list-style-type: none"> • Splash and Dig Flapboards and Flap Fillers • Splash and Dig Center Cards • Watch It Grow Flapboards and Flap Fillers • Watch It Grow Center Cards • Bruno’s Buzz Nonfiction Reader: <i>Mud Pies</i> 	<p>Let’s Investigate! TG p. 45 Learning Centers: Science Stuff TG p. 111 Small Group: Experiment with Magnets Finny, Feathery, Furry Friends TG p. 118 Opening Circle Time: Spiders Watch It Grow TG p. 99 Opening Circle Time: All About Soil</p>
Benchmark PS-E-A2	
Grade-Level Expectation: 12. Determine whether one object weighs more or less than another by using a pan balance (PK-CS-I4) (PS-E-A2)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
<p>At the Sand and Water Center, children have the opportunity to determine whether one object weighs more or less than another. A pan balance can be used in these activities to determine which object weighs more.</p>	<p>Under Construction TG p. 47 Learning Centers: Sand Construction TG pp. 54–55 Investigation Station</p>
Benchmark PS-E-A4: describing the properties of the different states of matter and identifying the conditions that cause matter to change states	
Grade-Level Expectation: 13. Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
<p>Splash and Dig Flapboards and Flap Fillers Splash and Dig Center Cards: “Mountains,” “Water Everywhere” Bruno’s Buzz Nonfiction Reader: <i>Mud Pies</i> Trade Book: <i>Commotion in the Ocean</i></p>	<p>Let’s Investigate! TG p. 110 Small Group: Experiment with Magnets Splash and Dig TG p. 47 Learning Centers: Water Play TG p. 125 Small Group: Reread a Muddy Story</p>
Benchmark PS-E-A5: creating mixtures and separating them based on differences in properties (salt, sand)	
Grade-Level Expectation: 14. Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
<p>Science Centers provide children with the opportunity to use a variety of tools to examine objects. Also:</p> <ul style="list-style-type: none"> • Splash and Dig Home and Back Book: <i>Water and Sand</i> • Trade Book: <i>Growing Vegetable Soup</i> • Bruno’s Buzz Nonfiction Reader: <i>Mud Pies</i> 	<p>Splash and Dig TG p. 84 Small Group: Ocean in a Bottle TG pp. 122–123 Small Group: Bruno’s Buzz: <i>Mud Pies</i> Watch It Grow TG p. 99 Opening Circle Time: All About Soil</p>

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Standard B. Position and Motion of Objects

Benchmark PS-E-B3: describing an object’s motion by tracing and measuring its position over time	
Grade-Level Expectation: 15. Demonstrate motion by using students’ own bodies (PK-CS-P3) (PS-E-B3)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Rosalita Sausalita Doll Puppet Oral Language Card 24 Dilly’s Music and Movement CD	Let’s Investigate! TG p. 192 Opening Circle Time: All Kinds of Music Watch It Grow TG p. 73 Closing Circle Time: Squirrel in a Tree TG pp. 76–77 Opening Circle Time: “Oats, Peas, Beans, and Barley Grow”

Benchmark PS-E-B3	
Grade-Level Expectation: 16. Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
There are opportunities for children to explore the motion of objects at the Sand and Water Center. Also: <ul style="list-style-type: none"> • Chuck Wood Doll Puppet • Under Construction Flapboards and Flap Fillers 	Under Construction TG p. 47 Learning Centers: Dump Trucks and Sand Construction TG p. 60 Everyday Literacy: Clap Words TG p. 73 Closing Circle Time: “The Backhoe Song” TG p. 119 Opening Circle Time: Wheels

Standard C. Forms of Energy

Benchmark PS-E-C1: experimenting and communicating how vibrations of objects produce sound and how changing the rate of vibration varies the pitch	
Grade-Level Expectation: 17. Identify different sounds as soft or loud (PK-CS-P3) (PS-E-C1)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Dilly’s Music and Movement CD Listen to Your World CD Alphabet Song Poster Dilly Gator Doll Puppet	Let’s Investigate! TG p. 179 Small Group: Loud and Quiet Sounds TG p. 182 Whole Group: Listening to Sounds Watch It Grow TG p. 81 Everyday Literacy: “Dilly’s Alphabet Song”

Benchmark PS-E-C3: investigating and describing different ways heat can be produced and moved from one object to another by conduction	
Grade-Level Expectation: 18. Identify selected substances as hot or cold (PK-CS-P2) (PS-E-C3)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Science Center activities provide numerous opportunities to experience hot and cold. Also: <ul style="list-style-type: none"> • Bruno’s Buzz Nonfiction Reader: <i>What’s the Weather?</i> • Weather Watchers Flapboards and Flap Fillers 	Weather Watchers TG pp. 52–53 Investigation Launch TG pp. 54–55 Investigation Station TG pp. 122–123 Small Group: Bruno’s Buzz: <i>What’s the Weather?</i>

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Life Science

Standard A: Characteristics of Organisms

Benchmark LS-E-A3: locating and comparing major plant and animal structures and their functions	
Grade-Level Expectation: 19. Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Dilly's Music and Movement CD JT Gator Doll Puppet Oral Language Cards 3, 4 Healthy You Center Cards: "Look at Me," "Your Heart Beats"	Healthy You TG p. 64 Small Group: What's Inside Me? TG pp. 70–71 Closing Circle Time: Body Part Chart TG p. 76 Opening Circle Time: "Heads, Shoulders, Knees, and Toes"

Benchmark LS-E-A4: recognizing that there is great diversity among organisms	
Grade-Level Expectation: 20. Give examples of different kinds of plants and different kinds of animals (PK-CS-L1) (LS-E-A4)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Rosalita Sausalita Doll Puppet Watch It Grow Center Cards Oral Language Cards 44, 46, 59	Finny, Feathery, Furry Friends TG p. 78 Opening Circle Time: Name the Animals and What Does It Come From? TG p. 112 Closing Circle Time: Favorite Wild Animals Watch It Grow TG pp. 96–97 Opening Circle Time: "Daisies"

Benchmark LS-E-A6: recognizing the food groups necessary to maintain a healthy body	
Grade-Level Expectation: 21. Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Healthy You Flapboards and Flap Fillers Watch It Grow Center Card: "Produce Stand" Oral Language Cards 38, 40, 41, 42, 43 Trade Book: <i>Growing Vegetable Soup</i> Bruno's Buzz Nonfiction Reader: <i>The Shopping List</i>	Healthy You TG p. 78 Opening Circle Time: Veggies and Nutritious Food Watch It Grow TG p. 36 Daily Routines: Healthy Foods TG pp. 122–123 Small Group: Bruno's Buzz: <i>The Shopping List</i>

Standard B. Life Cycles of Organisms

Benchmark LS-E-B1: observing and describing the life cycles of some plants and animals	
Grade-Level Expectation: 22. Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Photographs on Oral Language Cards help children make connections and develop language skills. Also: <ul style="list-style-type: none"> • Watch It Grow Center Cards • Finny, Feathery, Furry Friends Center Cards • Bruno's Buzz Nonfiction Reader: <i>The Fish Tank</i> 	Finny, Feathery, Furry Friends Children experience several nonfiction activities through Learning Centers. TG p. 122 Small Group: Bruno's Buzz: <i>The Fish Tank</i> Watch It Grow Children experience several nonfiction activities through Learning Centers.

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Benchmark LS-E-B1	
Grade-Level Expectation: 23. Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Bruno’s Buzz Nonfiction Reader: <i>The Fish Tank</i> Oral Language Cards 44, 45, 55, 58 Finny, Feathery, Furry Center Card: “Animal Habits” Watch It Grow Flapboards and Flap Fillers Watch It Grow Center Card: “Make a Garden”	Finny, Feathery, Furry Friends TG p. 59 Opening Circle Time: Pet the Pet and Pet Talk TG p. 64 Small Group: Gathering Pet Data Watch It Grow TG pp. 54–55 Investigation Station

Standard C. Organisms and Their Environments

Benchmark LS-E-C1: examining the habitats of plants and animals and determining how basic needs are met within each habitat	
Grade-Level Expectation: 24. Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
<i>Dilly and Bruno Buzzbee</i> Lapbook and Little Book Bruno’s Buzz Nonfiction Reader: <i>The Fish Tank</i> Oral Language Cards 44, 47, 49, 55, 56, 59 Watch It Grow Flapboards and Flap Fillers Watch It Grow Center Card: “Make a Garden” Finny, Feathery, Furry Friends Flapboards and Flap Fillers Trade Books: <i>Good Thing You’re Not an Octopus!</i> , <i>Little Quack, Pretend You’re a Cat</i> , <i>Apple Farmer Annie</i> , <i>Growing Vegetable Soup</i>	Finny, Feathery, Furry Friends TG p. 105 Small Group: Bird Feeders TG p. 118 Opening Circle Time: Spiders and Grasshoppers Watch It Grow TG p. 59 Opening Circle Time: Tell About Pictures

Earth and Space Science

Standard A: Properties of Earth Materials

Benchmark ESS-E-A1: understanding that earth materials are rocks, minerals, and soils	
Grade-Level Expectation: 25. Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
JT Gator Doll Puppet Bruno’s Buzz Nonfiction Reader: <i>Mud Pies</i> Splash and Dig Center Card: “Mountains”	Under Construction TG p. 104 Small Group: Rocks Rock! Splash and Dig TG p. 47 Learning Centers: Mountains TG p. 104 Small Group: Fresh or Salt? TG p. 125 Small Group: Reread a Muddy Story Watch It Grow TG p. 99 Opening Circle Time: All About Soil

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Benchmark ESS-E-A4: investigating, observing, measuring, and describing changes in daily weather patterns and phenomena	
Grade-Level Expectation: 26. Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Bruno’s Buzz Nonfiction Reader: <i>What’s the Weather?</i> Manny Weather Poster Oral Language Card 64 Weather Watchers Center Cards: “Weather Watchers,” “Weather Book”	Weather Watchers TG p. 30 Daily Routines: Weather TG pp. 54–55 Investigation Station TG pp. 122–123 Small Group: Bruno’s Buzz: <i>What’s the Weather?</i>

Benchmark ESS-E-A4	
Grade-Level Expectation: 27. Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Trade Book: <i>The Snowy Day</i> Listen to Your World CD Weather Watchers Flapboards and Flap Fillers Bruno’s Buzz Nonfiction Reader: <i>What’s the Weather?</i> Oral Language Cards 9, 62, 64	Weather Watchers TG p. 118 Opening Circle Time: Summer Sounds TG pp. 134–135 Culminating Activity: Play “Dress for the Season”

Standard B. Objects in the Sky

Benchmark ESS-E-B1: observing and describing the characteristics of objects in the sky	
Grade-Level Expectation: 28. Learn about objects in the sky through nonfiction literature (PK-CS-ES3) (ESS-E-B1)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Children experience several activities to learn about objects in the sky during the Weather Watchers Investigation Week 3: In the Sky.	Weather Watchers TG pp. 94–113

The InvestiGator Club and Louisiana Content Standards Correlation

Social Studies

Geography

Standard A. The World in Spatial Terms

Benchmark G-1A-E1: identifying and describing the characteristics and uses of geographic representations, such as various types of maps, globes, graphs, diagrams, photographs, and satellite-produced images

Grade-Level Expectation: 1. Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
<p>The Under Construction Investigation provides a broad range of activities and materials that relate to the buildings and landscapes encountered by children. Also:</p> <ul style="list-style-type: none"> • Let’s Investigate! Flapboards and Flap Fillers • Splash and Dig Flapboards and Flap Fillers • Let’s Investigate! Center Card: “Build a Tree House” • Under Construction Center Card: “Block Town” • Splash and Dig Reproducible: Story Prop Patterns (TG p. 163) • Splash and Dig Reproducible: “How the Fly Saved the River” Story Scene (TG p. 164) • <i>Dilly and Chuck Wood</i> Lapbook and Little Book • Oral Language Cards 26, 30 	<p>Let’s Investigate! TG p. 148 Opening Circle Time: School Tour TG pp. 176–177 Small Group: Build a Neighborhood Under Construction TG p. 48 Learning Centers: Block Town Splash and Dig TG pp. 126–127 Whole Group: “How the Fly Saved the River”</p>

Benchmark G-1A-E2: locating and interpreting geographic features and places on maps and globes

Grade-Level Expectation: 2. Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
<p>Splash and Dig Flapboards and Flap Fillers Weather Watchers Flapboards and Flap Fillers <i>Dilly and JT Gator</i> Lapbook and Little Book Dilly and Friends Read Along CD Under Construction Center Card: “Block Town”</p>	<p>Let’s Investigate! TG p. 99 Closing Circle Time: Travel with JT TG pp. 114–115 Whole Group: Names and Addresses TG pp. 80–81 Opening Circle Time: <i>Dilly and JT Gator</i> TG p. 83 Opening Circle Time: The Traveler in You Under Construction TG p. 79 Opening Circle Time: Where Do We Live? Watch It Grow TG p. 104 Small Group: Plan a Town</p>

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Civics

Standard D. Roles of the Citizen

Benchmark C-1D-E3: identifying and discussing civic traits that are important to the preservation and improvement of American constitutional democracy	
Grade-Level Expectation: 3. Identify community workers and their jobs (PK-CSS-C1) (C-1D-E3) (C-ID-E4)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Under Construction Center Card: "Building Plans" Trade Book: <i>I Love Trucks!</i> Oral Language Cards 57, 60 Art Print: <i>The Builders</i>	Let's Investigate! TG p. 51 Learning Centers: Props and Costumes Under Construction TG p. 44 Learning Centers: Who Uses What? TG p. 84 Small Group: Community Workers TG p. 104 Small Group: Plumbers Watch It Grow TG p. 119 Opening Circle Time: Jobs on the Farm

Benchmark C-1D-E4: describing the many ways that citizens can participate in and contribute to their communities and to American society	
Grade-Level Expectation: 4. Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Social skills development is emphasized throughout The InvestiGator Club. Specific activities are defined in the Teacher Guide of each Investigation. <ul style="list-style-type: none"> • Dilly and Friends Lapbooks and Little Books • Dilly and Friends Read Along CD • Dilly and Friends Doll Puppets • InvestiGator Club Theme Song Poster • Dilly and Friends Music and Movement CD 	Let's Investigate! TG p. 142 Closing Circle Time: Helper Chart TG p. 192 Opening Circle Time: Classroom Jobs TG p. 208 Closing Circle Time: Busy Bees Watch It Grow TG p. 84 Small Group: Robby's Job Chart

Benchmark C-1D-E4	
Grade-Level Expectation: 5. Participate in patriotic activities (PK-CSS-C2) (C-1D-E4). Also see GLE #3.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Dilly Birthday Poster Art Prints Listen to Your World CD: Track 16 (Summer Weather) <i>Dilly and JT Gator</i> Lapbook and Little Book	Let's Investigate! TG p. 30 Daily Routines: Birthdays TG p. 94 Whole Group: Art Across Cultures TG pp. 96–97 Closing Circle Time: List Favorite Things (Statue of Liberty night light) Under Construction TG p. 28 Daily Routines: Birthdays

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Economics

Standard A. Fundamental Economic Concepts

Benchmark E-1A-E3: demonstrating how economic wants affect decisions about using goods and services	
Grade-Level Expectation: 6. Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Magnetic Math Board Magnetic Foam Numbers Magnetic Counting Strips Math Center Cards Bruno’s Buzz Nonfiction Reader: <i>The Shopping List</i>	Watch It Grow TG p. 120 Everyday Literacy: Going Shopping TG p. 124 Small Group: The Number 9 Weather Watchers TG p. 42 Learning Centers: How Much Do They Cost?

History

Standard A. Historical Thinking Skills

Benchmark H-1A-E1: demonstrating an understanding of the concepts of time and chronology	
Grade-Level Expectation: 7. Demonstrate an awareness of time by using and responding to such words as yesterday, today, and tomorrow (PK-CSS-H1) (H-1A-E1)	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
The JT Days Poster focuses on <i>yesterday</i> , <i>today</i> , and <i>tomorrow</i> . Daily routine activities for each Investigation are provided in the Daily Routines section of each Teacher Guide (pages 28–39) and throughout the lessons. Also: <ul style="list-style-type: none"> • Weather Watchers Flapboard and Flap Fillers • Oral Language Card 61 • Weather Watchers Center Card: “Spring Pictures” 	Let’s Investigate! TG pp. 136–137 Whole Group: Make a Sand Clock Weather Watchers TG p. 43 Learning Centers: Sequence Game and Season Sort TG p. 44 Learning Centers: Weather Watching TG p. 84 Small Group: Morning, Afternoon, Evening