



The InvestiGator Club™ Prekindergarten Learning System

Investigations

TEACHER'S
EDITION

Integrated Activities for Exploring, Experimenting,
and Making Discoveries

Wet and Wonderful Water

A large magnifying glass with a black handle is positioned in the lower-left quadrant. The lens is focused on the word "Water" in the title, which is written in a large, bold, black font with a white outline. The magnifying glass shows a close-up of the letters "Wa" and "te" in "Water". The background of the title area is white with several grey, semi-transparent water droplets of various sizes scattered around the text.

This Investigation is all about an everyday element that provides endless opportunities for making discoveries—water! It also happens to be one of Dilly Gator’s favorite things. After all, water is a big part of Dilly’s World. She lives on a houseboat at Triangle Beach, surrounded by water!

Part 1 Where Is Water?

To introduce *Wet and Wonderful Water*, tell children that there’s a brand-new club around for preschoolers, and it’s called The InvestiGator Club. Explain that InvestiGators like to listen, explore, make discoveries, and learn new things. Introduce the InvestiGators and listen to The InvestiGator Club theme song by visiting [Meet Dilly and Friends](#), [Explore Dilly’s World](#), and [About The InvestiGator Club](#) on the Web site: www.investigatorclub.com. Then ask: *Who would like to become an InvestiGator?*

Say: During this Investigation we’ll learn all about water. We’ll do lots of exploring, lots of thinking, and lots of experimenting at the water table. We might get a little wet, but don’t worry—it’s only water! So, are you ready? Let’s investigate!

Science/Language/Literacy

Children discover that water is in many different places—and have fun finding it!

Materials

- a globe
- chart paper
- [Where Is Water? Activity Sheet](#) for each child

Where Can We Find Water?

Start the Investigation by telling children that water is a big part of our world. Show them a globe so they can see how much of Earth is water. Then say:

I know someone whose house is surrounded by water—Dilly Gator. Dilly lives on a houseboat near Triangle Beach. She’s the one who started The InvestiGator Club. We are going to be detectives. We are going to look for all the places where we can find water. We’ll also discover all the ways we use water.

- Take children on a walk around the room and then around the school in search of water. As they make each new discovery, lead children in a song naming the water source, singing to the tune of “Where Is Thumbkin?”

For example:

Where is water?

Where is water?

Here it is.

Here it is.

Water in the water fountain.

Water in the water fountain.

Cool and wet.

Cool and wet.

- When you return to the classroom ask children to name all the places where they discovered water. List each place on chart paper. Tracking print, read the words to children. Guide them to think about ways they use water and why we need water: for drinking, cleaning, washing hands, brushing teeth, watering plants, flushing the toilet, taking a bath, cooking, swimming, boating, and so on.
- On another day take children on a walk around the neighborhood in search of water. List children's new discoveries on chart paper. Post the chart pages on a wall in the classroom. Invite children to think about other places they have seen water and add them to the chart.
- Give each child a Where Is Water? Activity Sheet. Tell children to take the chart home and fill it out whenever they discover water. Send a note home asking parents to help children fill out the chart and to bring it back to school in one or two days.
- Share children's charts and add their discoveries to the classroom charts.

What I Saw	What It Was Like	What I Did
water in my cup	It was cold. It tasted good.	I drank it.
water in the lake	It was cold and dark.	I swam in it.
water in the hose	It came out fast!	I helped Mom water the bushes.

**Language/Literacy/Fine
Motor Skills**

Children learn to recognize the letter *Ww* and get early writing practice.

Materials

- chart paper
- letter cutouts for *W* and *w*
- sand
- pan
- stick
- Make Waves! Activity Sheet for each child

The Letter *Ww*



Tell children that the word *water* starts with the letter *w*. Write *W* and *w* on chart paper. Point and say: *This is capital W. This is small w.* Trace the letters as you say: *Capital W looks like big pointy waves. Small w looks like little pointy waves. The word waves starts with w, too. Let's make a wave and say W.* Have children make big and little waves with their hand in the shape of *Ww* as they say the letter name aloud. Tell children that one of the InvestiGators is Chuck Wood. Write his name on chart paper and have children identify the letter *W*.

- Invite children to be *Ww* investigators. Using letter cutouts, direct children to different areas of the room where they can look at printed material and match their letters.
- Start a list with the title, "W Words." Point out *W* at the beginning of *Words*. Write words that begin with *w* on the list: *water, wet, wall, worm, weather, window, world*, and so on. Invite children, in turn, to trace *w* with a crayon and say, for example, *w is for water, w is for wet.*
- At the board, have children dip a finger in water and practice writing *w*'s with a wet finger.
- Have children mix sand with water and flatten the wet sand into a pan. They can use a stick to make lines in the sand to form *W*. Ask: *Are the lines straight or curved?*
- Reproduce the Make Waves! Activity Sheet to provide children with more early writing practice.

Music/Literacy

Children learn the sound of *W* as they sing a familiar song.

The Sound of *W*

Have children sit in a circle. Tell them that the InvestiGators *love* to sing. Dilly's little brother, JT, plays all kinds of songs on his harmonica. Say: *Here's a song that will help you learn the sound of W.* Then start by singing the first verse of the song *Willoughby Wallaby Woo*.

*Willoughby Wallaby Wee
An elephant sat on me.
Willoughby Wallaby Woo
An elephant sat on you.*

- Say the words *Willoughby, Wallaby, Woo* for children to repeat. Ask: *Do you hear the same sound at the beginning of each word? The words all begin with the sound /w/.*
- Show children how you can change the first letter sound in a name to */w/*, so *Dilly* becomes *Willy*, and so on. Sing new verses of the song with children by using their names. For example: *Willoughby Wallaby Wustin/ An elephant sat on Justin./Willoughby Wallaby Wanya/An elephant sat on Tanya.*



Children write and illustrate a class book about water.

Materials

- chart paper
- crayons
- pictures from magazines showing people using water
- We Use Water Activity Sheet for each child

We Use Water

Tell children: *Dilly's Great Auntie Lu is a great storyteller. You can be a storyteller, too. Let's write a story about water.*

- Invite children to think of ways we use water: for washing, cooking, drinking, cleaning, playing, feeding pets, washing clothes, brushing teeth, and so on.
- Say: *Now let's write down the ideas you shared about ways we use water.* Use the sentence frame: *We use water to _____.* Write the sentences on chart paper.



We use water to drink.

We use water to wash our hands.

We use water to play at the beach.

We use water to make soup.

We use water to water the plants.

- Reproduce the We Use Water Activity Sheet for each child. Help children complete the sentence and then draw or use magazine pictures to illustrate it.
- Make a cover page with the title *We Use Water* and then staple the children's pages together to make a book.
- Read the book aloud, tracking the print. Then have children take turns as "storyteller" to read the book aloud.

Watery Chores

Children help with chores involving water.

Materials

- chart paper
- variety of materials for chores involving water

Tell children that the InvestiGators are very good helpers. They love to do their chores at the clubhouse and to help people all around Dilly's World. Point out that there are a lot of chores that use water. Invite children to think of watery chores they help do. Make a list on chart paper. Your list may look something like this:

Wipe the tables.

Pour water for a recipe.

Change the water dish for our class pet.

Water the plants.

Wash the paintbrushes.

Clean the sink.

Wash fruit.

Pour a glass of water to drink.

Set up a chart assigning children different chores on different days. Demonstrate how to do each one. Be sure to praise children for being such good helpers!

**Oral Language/Literacy/
Music**

Children identify rhyming words.

Materials

- chart paper
- simple drums and other homemade or “found” percussion instruments

Water Chant

Tell children that one of the InvestiGators, Manny Salamander, is a city boy who loves to rap and rhyme. He often says, “Manny can. Yes, I’m your man.” Write the following rap on chart paper and share it with children.

Water, water, in the sink

Water, water, take a drink.

Water, water, in the tub

Water, water, rub a dub dub.

Water, water, in the pool

Water, water, make me cool.

Water, water, on the floor

Water, water, give me more!

Encourage children to chant and drum along. Pause at the end of every other line for children to supply the rhyming words. Invite children to add their own rhyming lines.

**Social Studies/Math/Gross
Motor Skills**

Children use size words to compare bodies of water and count and recognize numerals 1–10.

Materials

- globe
- large sheets of construction paper
- marker

Puddle Jumpers

Tell children that Dilly’s little brother, JT, loves geography. He knows about places all over the world.

- Pass around the globe and have children find water. Ask: *What are the biggest bodies of water called? (oceans) What are some other bodies of water? (lakes, rivers)*
- Cut out four pieces of construction paper of different sizes. Have children order them from biggest to smallest and post them on a wall of the classroom. Label them with the names of bodies of water, for example, *ocean, sea, lake, pond*. Encourage children to use size words to make comparisons, for example: *A pond is smaller than a lake.*
- Tell children: *I am thinking of a body of water that is very little. Sometimes you can find one outside after it rains. Can you guess what it is? (a puddle!)* Cut ten “puddles” out of construction paper small enough for children to be able to hop over. Label them with numerals 1–10 and set them on the floor. Have children take turns jumping or stepping over the puddles and counting from 1 to 10 as they do so.

**Health/Social & Emotional
Development/Oral Language**

Children learn about the importance of keeping hands clean and follow directions for washing their hands.

Materials

- soap
- water

Healthy Hands

Tell children that Bruno Buzzbee, the oldest member of the club, often gives the InvestiGators good advice and makes sure that they stay safe. One thing Bruno tells them is how important it is to wash your hands. Talk about what germs are, how they spread, and why it is important to wash your hands. (Germs can make you sick.) Tell children hands should be washed before eating or touching food; after using the bathroom; after blowing your nose; after touching animals; and after playing outside. Demonstrate proper hand-washing with soap and warm water. While lathering, invite children to sing the following song (to the tune of "Here We Go Round the Mulberry Bush").

*This is the way we wash our hands
Wash our hands, wash our hands
This is the way we wash our hands
To keep them clean.*



Social Studies/Dramatic Play

Children learn about and role-play jobs involving water.

Materials

- props for the dramatic play center

Water Workers

Ask children to think of workers that use water in their jobs. For example: firefighter, lifeguard, dishwasher, gardener, dolphin trainer, car washer, cook, pet groomer, and so on. Set up props in the dramatic center for children to role-play jobs involving water. For example, children can:

- Use a gift wrap tube as a hose and pretend to be firefighters putting out a fire.
- Tie a string to a long stick to make a fishing pole and pretend to be fishers.
- Use plastic dishes and a sponge and pretend to be dishwashers.
- Turn a giant box into a car and pretend to work at a car wash.
- Use a watering can and pretend to be gardeners watering plants.

If possible, arrange a visit to a place in the community where water is an important part of the work, such as a car wash, nursery, aquarium, laundromat, restaurant, or hair salon. Help children prepare a list of questions to ask before the visit and write a class thank-you letter afterwards.

Name _____

Where Is Water?

What I Saw

What It Was Like

What I Did

Investigation: Wet and Wonderful Water/Part 1

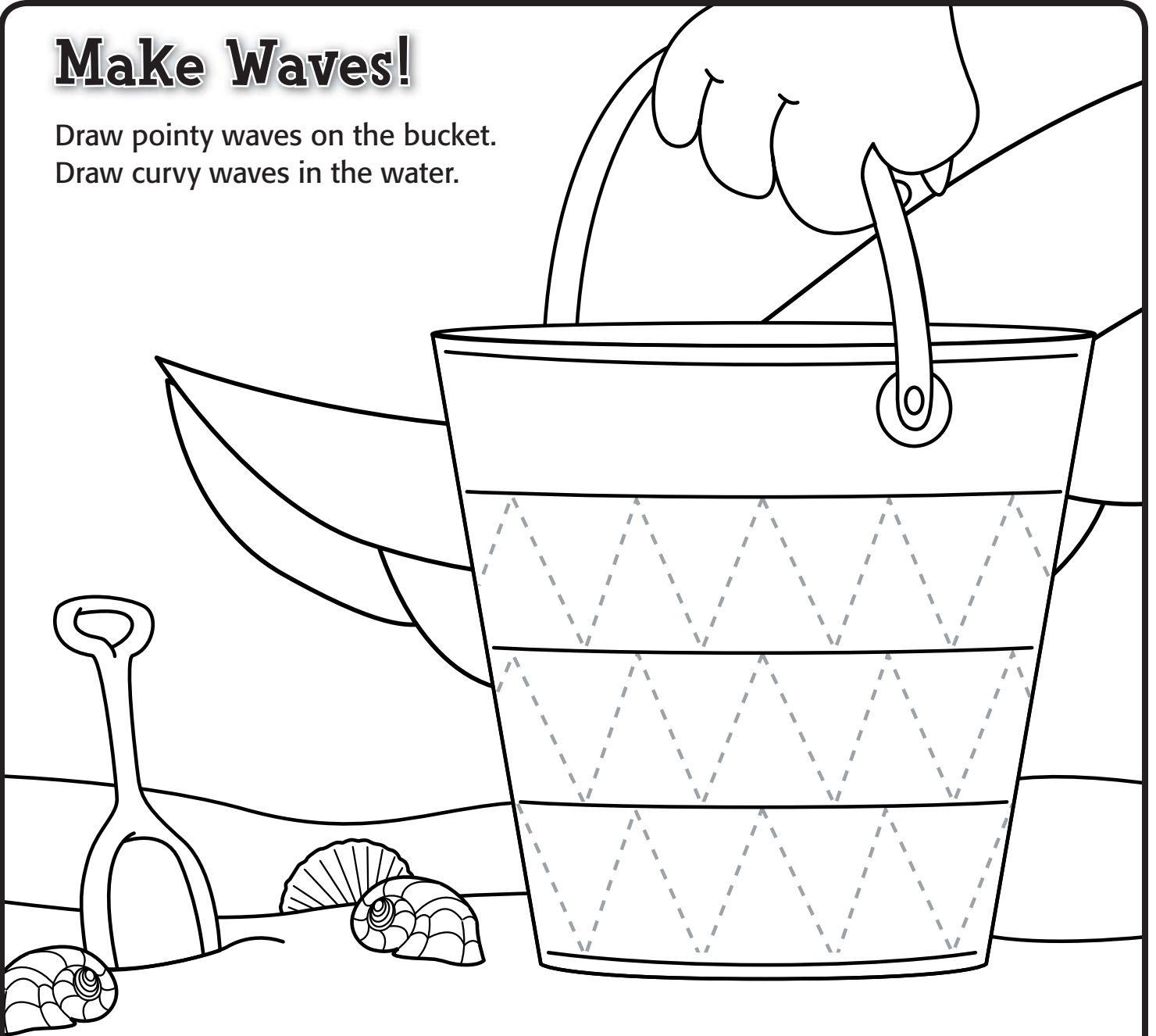
www.investigatorclub.com



Name _____

Make Waves!

Draw pointy waves on the bucket.
Draw curvy waves in the water.



Investigation: Wet and Wonderful Water/Part 1

www.investigatorklub.com



Name _____

We Use Water

Draw a picture to show how we use water.



We use water to _____

Investigation: Wet and Wonderful Water/Part 1

www.investigatorclub.com

