



The InvestiGator Club™ Prekindergarten Learning System

Investigations

PARENT'S
EDITION

Integrated Activities for Exploring, Experimenting,
and Making Discoveries



Marvelous Me!



THE EARLY CHILDHOOD COMPANY
1007 Church Street, Suite 420
Evanston, IL 60201

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This Investigation celebrates the uniqueness of each and every child. As your young child becomes increasingly independent, he or she will discover a personal style, likes, dislikes, and talents much like the characters in Dilly's World. *Marvelous Me!* will lead your child to explore ways he or she is like and different from others and what makes him or her oh so special.

Part 1 My Fingers, Toes, Eyes, Ears, and Nose

To introduce *Marvelous Me!*, remind your child that he or she is a member of the InvestiGator Club. Explain that InvestiGators are good listeners and explorers and like to learn new things just like Dilly and her friends.

Then tell your child: *During this Investigation, you will learn all about the parts of your body that help you bend and move. You will find out what your five senses are and how you use them to make new discoveries. Are you ready to start investigating?*

Oral Language/Health/ Movement/Music

A lively action song will help your child learn the names of body parts!

I Can Bend and Move

Tell your child that every day the InvestiGators are on the move as they investigate and play. They hardly ever sit still! Invite your child to stand. Teach body awareness by naming and touching each of the following parts of the body and having your child repeat after you: *My head, eyes, nose, ears, mouth, neck, shoulders, arm, elbow, hand, fingers, knees, ankles, toes, back.*

Review the names of body parts by playing a game and singing a song. Say: *One of the InvestiGators loves to play games and exercise. Do you know who it is? It's Manny Salamander! Manny has a game that will have you singing, exercising, and giggling while you learn about body parts. Come on, let's play!*

- Give oral directions and have your child respond by moving each body part:

Wiggle your fingers.

Nod your head.

Tap your toes.

Slap your knees.

Point to your elbow.

Blink your eyes.

Touch your nose.

Clap your hands.

I Can Bend and Move (continued)

- Sing the action song "Head, Shoulders, Knees, and Toes." Lead your child to touch body parts as they are mentioned in the song.

Head, shoulders,

Knees and toes, knees and toes.

Head, shoulders,

Knees and toes, knees and toes.

Eyes and ears

And mouth and nose.

Head, shoulders,

Knees and toes, knees and toes!

Vary the body parts for a second verse:

Back, elbow,

Ears and nose, ears and nose.

Back, elbow,

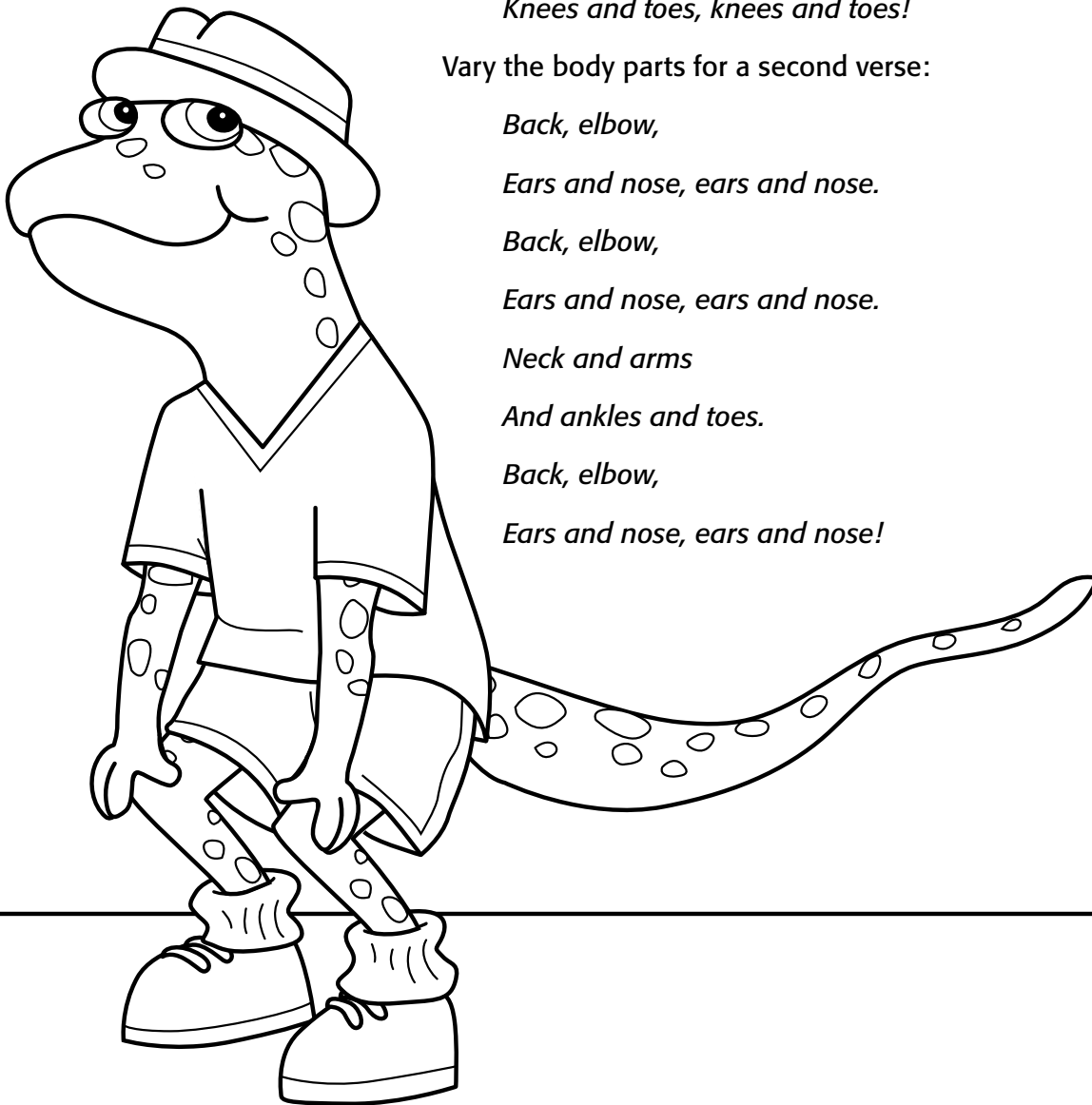
Ears and nose, ears and nose.

Neck and arms

And ankles and toes.

Back, elbow,

Ears and nose, ears and nose!



Your little scientist uses the sense of touch to discover different textures.

Materials

- variety of textured materials (netting, fake fur, felt, silk, cork, bark, sponge, cotton balls, velvet, foil, sandpaper, burlap, dried leaves, etc.)
- construction paper
- marker
- yarn
- hole punch
- glue or tape

Make a Texture Book

Tell your child that one way the InvestiGators discover new things is by touching them. But Chuck Wood always warns the others to make sure that what they are touching is safe. Say to your child: *One special thing you do with your hands is to use your fingers to discover how something feels. This is called your "sense of touch."* Work with your child to investigate a collection of textured items and use words to talk about how they feel. Allow time for exploration while encouraging your child to use describing words.

- Set out a collection of textured items. Include a few samples of each type of texture so your child can compare and group. Items can feel smooth, soft, rough, prickly, fuzzy, silky, bumpy, and so on.
- Encourage your child to feel each of the objects and talk about what is felt. Help your child choose words: *This one feels fuzzy. Can you find another one that is fuzzy?*
- Then help your child sort and group the items that feel the same. As your child sorts, ask: *Why do you think this one goes in this pile?*
- Work together to create a texture book, attaching items with the same texture to sheets of construction paper. Talk about a word that describes how the items feel and label the page while your child watches. Then point to and read the word. For example: *Fuzzy*. Continue by saying: *Let's count the number of fuzzy things we have. Count with your child. Yes! We have three fuzzy things on this page. How do these things feel?* Repeat for each page.
- Punch holes in the pages and bind them together using yarn.
- Read the texture book together. Your child might want to select one category and investigate other objects in the home or yard that have the same texture.



Your child becomes a "taste specialist" by exploring four different tastes that the tongue can sense: bitter, salty, sweet, and sour

Materials

- paper plate
- foods that are bitter, salty, sweet, and sour (radishes, unsweetened cocoa, pretzels, popcorn, raisins, strawberries, lemons, pickles, etc.)
- unbreakable hand mirror
- drawing paper, marker
- [Taste Buddies Activity Sheet](#)

Taste Buddies

Place on a paper plate samples of foods that are *bitter, salty, sweet, and sour*. You will use the words to help your child describe each food as it is tasted.

- Say to your child: *JT Gator knows a lot about different countries around the world. One thing JT likes to try is food from different places, so he knows a lot about how different foods taste. Today you will learn about how different foods taste too! Let's start investigating!*
- Say: *Taste is the sense you use to discover how food tastes. You can tell how food tastes using the taste buds in your mouth.*
- Provide a hand mirror so your child can look at his or her tongue. Say: *Do you see any little bumps on your tongue? They are taste buds. When you eat or drink your nose and your taste buds work together to tell how food and drinks taste.*
- Now your child can taste each of the small samples of foods on the plate by putting a little on his or her tongue. Describe each taste as *bitter, salty, sweet, or sour*. Record the words and food names on a sheet of paper.
- Talk about the tastes your child likes best and least.
- Print a copy of the [Taste Buddies Activity Sheet](#) for your child. Help your child fill out the chart by drawing a picture of a food in each category as different tastes are discovered in food or drink. When the chart is filled, review the foods your child tasted: *You tasted a sweet strawberry, a salty pretzel, a sour pickle, and bitter grapefruit juice.*



Science/Oral Language

Encourage your child to make comparisons and use language skills as scented items are being described.

Materials

- small plastic containers with lids
- scented items (cotton balls with vanilla, peppermint, and cinnamon extracts, lemon oil, vinegar, rubbing alcohol, perfume; onions, moth balls, coffee grounds, etc.)
- pictures to match scents
- glue
- citrus or floral spray air freshener

For 3-year-olds

Present fewer scents for a younger child. Use pairs of cotton balls soaked with peppermint, vanilla, and cinnamon extracts. Put each in a separate container. Have your child find two scents that match. Identify the scents for your child.

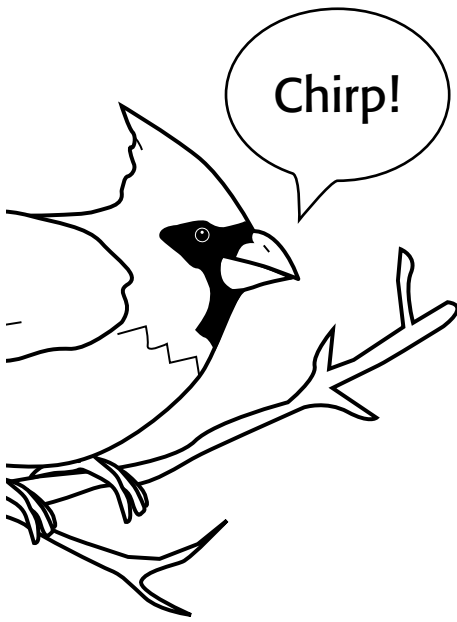
Sniff and Tell

Beforehand poke holes in the top of each container. Then put a scented item inside each one. Glue pictures to the bottoms of the containers to represent the scented items.

Begin the activity by telling your child: *Dilly loves to smell the flowers in her garden. The lilacs are her favorite. And all the InvestiGators know when Bruno Buzzbee is baking honey cake. They can smell it all over Circle Forest!*

- Tell your child to cover his or her eyes as you spray air freshener in the air. When your child opens his or her eyes, ask: *What do you smell?* Explain how you use your nose to sense how something smells. Invite your child to name things he or she smells each day.
- Hold up one container. Model how to smell what is inside by placing it close to your nose and sniffing. Let your child sniff, and then talk about how it smells: *This smells fresh and sweet. It smells like a candy cane.* Encourage your child to use describing words. After your child has guessed what the scent is, reveal that it is peppermint.
- Introduce the other containers. After sniffing, ask: *Can you guess what it is?* Then tell your children to look at the picture on the bottom of the container to see what each scent is, or let your child open the container to see the item.
- Keep the containers for further exploration. Your child might want to group the scents into ones he or she likes and dislikes on another day.





Sounds All Around Me

Introduce sounds by saying to your child: *If you are walking along Triangle Beach, you just might hear the sound of JT's harmonica. Or if you are near Diggery Den, you will be sure to hear the sound of a hammer and know that Chuck Wood is hard at work. You can hear sounds all around you every day. Some sounds are loud, and some are soft. You can make your voice loud or soft. A shout is loud, and a whisper is soft. Invite your child to shout and then whisper: Sounds are all around me!*

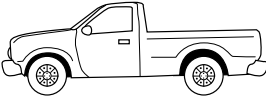
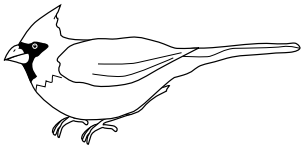


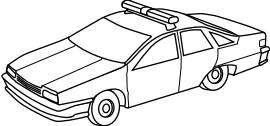

**Science/Music/Oral
Language/Fine Motor Skills**

Your child will sharpen listening and speaking skills to reproduce sounds in the environment and classify sounds as loud or soft.

Materials

- notebook, pen or pencil
- drawing paper, marker
- [Loud and Soft Sounds Activity Sheet](#)

- Invite your child to go on a listening walk with you outdoors. Prepare your child for taking the walk by asking questions such as: *What sounds do you think we will hear on our walk? Where should we go to hear lots of sounds? What do we use to hear? How can you and I make sure we will all be able to hear lots of sounds?*
- As you walk together, help your child use describing words: *Where is that banging noise coming from? Is it a loud noise or a soft noise? Do you hear an animal? What is it? Is a bird chirp a loud sound or a soft sound? What about a dog's bark?*
- Keep a list of the sounds your child describes in a notebook.
- Once inside again, talk about the sounds that were heard. List each on a sheet of paper in a two-column chart as a loud sound or soft sound. Draw a simple sketch or attach a picture to represent the sound. Your chart might look like this:

Loud Sounds	Soft Sounds
truck 	bird 
dog 	wind 
police siren 	trees 

- Invite your child to re-create the sound of each item on the chart.

Sounds All Around Me (continued)

- Sing the following song to the tune of "Did You Ever See a Lassie?" Use the following sound words or those from your chart.

Have you ever heard a truck honk, a truck honk, a truck honk?

*Have you ever heard a truck honk? It goes just like this: **Honk! Honk!***

Have you ever heard a dog bark, a dog bark, a dog bark?

*Have you ever heard a dog bark? It goes just like this: **Arf! Arf!***

Have you ever heard a siren, a siren, a siren?

*Have you ever heard a siren, it goes just like this: **Rrrr! Rrrr!***

Have you ever heard a bird sing, a bird sing, a bird sing?

*Have you ever heard a bird sing? It goes just like this: **Chirp! Chirp!***

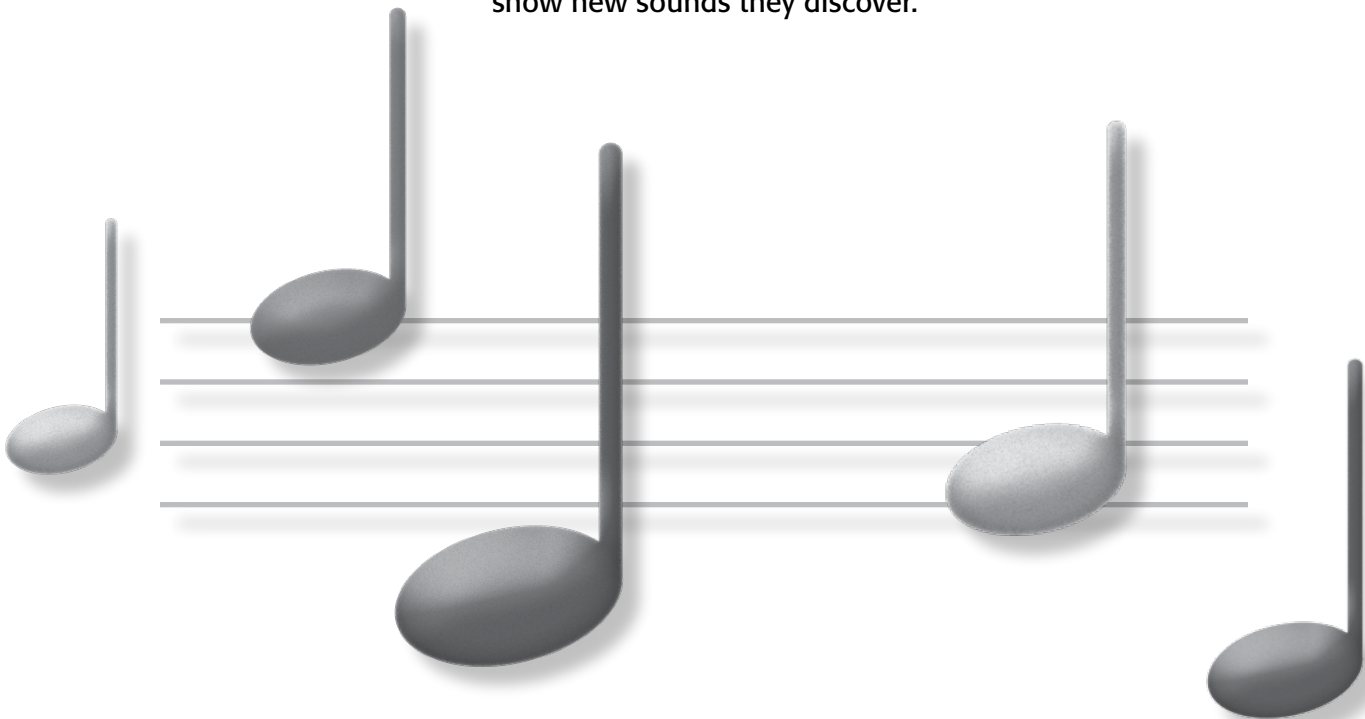
Have you ever heard the wind blow, the wind blow, the wind blow?

*Have you ever hear the wind blow? It goes just like this: **Whoosh! Whoosh!***

Have you ever heard leaves rustle, leaves rustle, leaves rustle?

*Have you ever heard leaves rustle? They go just like this: **Shh! Shh!***

- Print a copy of the [Loud and Soft Sounds Activity Sheet](#) to provide your child with more practice in identifying loud and soft sounds. Have your child match loud and soft sounds and then draw additional pictures to show new sounds they discover.



Your child can experience the fun of using a hand lens to explore objects up close.

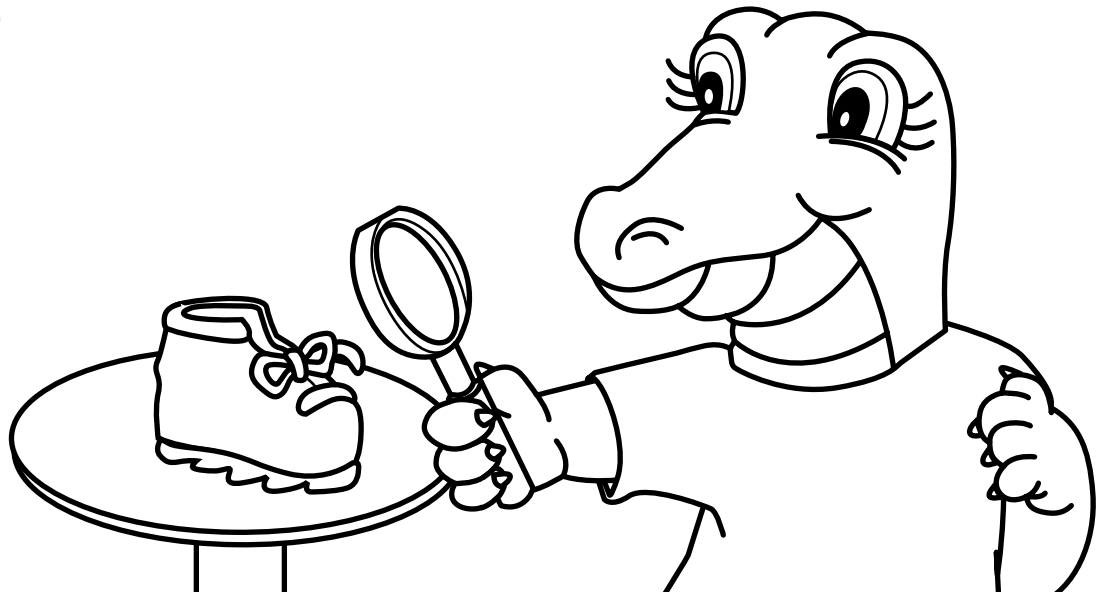
Materials

- hand lens
- piece of thick plastic
- glasses frames with lenses removed
- unbreakable hand mirror
- variety of objects to examine (feathers, shells, leaves, rocks, flowers, fabric, etc.)
- drawing paper
- crayons or markers

Take a Closer Look

Introduce the sense of sight by asking your child to describe things that can be seen around the room where you are. Tell your child that Dilly's Great Auntie Lu uses her eyes to discover beautiful things to paint. Then she paints pictures for all the InvestiGators to see. Point out how your child can use his or her eyes to sense how things look. Say: *Today you will use your eyes to investigate things around you. Let's get started!*

- Explain that there is a special kind of glass that helps people to see up close. Have your child use a hand lens to examine various objects up close. Encourage your child to talk about what can be seen using the lens. Your child can draw pictures of what is discovered.



Tell your child to close his or her eyes. Ask: *What do you see?* Explain that people who have lost their sight and cannot see are said to be blind. To them, the world looks dark, just like it appears when you have your eyes closed.

- Give your child a piece of thick plastic to look through. Ask: *How do things in the room look to you now?* Objects should look blurry.
- Introduce the concept of being visually impaired by explaining that for some people what they see is very blurry. These people go to the eye doctor who tests their eyes and makes glasses for them to wear so they can see clearly.
- If your child does not wear glasses, provide a pair of glasses with the lenses removed. Allow your child to try on the glasses and look in a mirror to see how he or she would look wearing glasses.
- Ask your child to describe the differences between what they usually see and what is seen when they look through the plastic or when they close their eyes.

**Science/Health/Literacy/
Fine Motor Skills**

Teach your child a finger rhyme to review the five senses.

Materials

- [My Five Senses Activity Sheet](#)
- stickers (optional)

My Five Senses

Tell your child that Manny Salamander often raps and rhymes about things he knows. Then say: *You have been learning about your five senses. We have done a lot of investigating together. Now Manny is going to teach us a rhyme to remember what they are.*

- Teach your child the following finger rhyme. Point to each body part as you name the sense.

Here are my eyes I use to see

A friend, my pet, the leaves on a tree.

Here are my ears I use to hear

Sounds far away and sounds that are near.

Here is my nose I use to smell.

When Mom bakes cookies, I know that smell well!

Here are my hands I use to touch.

My fingers are busy. I use them so much.

Here is my mouth I use to taste sweet,

Bitter, sour, or salty each time I eat.

- Print a copy of the [My Five Senses Activity Sheet](#). Help your child read each rebus-style sentence and complete it by drawing a picture of something he or she can see, hear, smell, touch, and taste throughout the day. A second option would be to provide stickers for your child to choose from to complete the sentences.

Music/Movement

Have a dance party with your child, and watch how your child can use every part of the body to move to music.

Materials

- crepe-paper streamers or lengths of ribbon
- tape
- recorded music

Dancing to the Music

Remind your child that Rosalita Sausalita is a dancer. She loves to dance slowly and quickly to all kinds of music. She often dances in the theater in City Square. Say: *Our family knows just how special you are. One special thing you can do is move to music. So let's dance!*

- Let your child select crepe-paper streamers or colorful ribbons you have on hand. Tape three together so your child can use them to enhance dance movements.
- Play recorded music so your child can move about and create dance movements. Include music of varying tempos. Don't be a wallflower! Join in the fun and dance with your child. Get the whole family involved.

**Social and Emotional/Oral
Language**

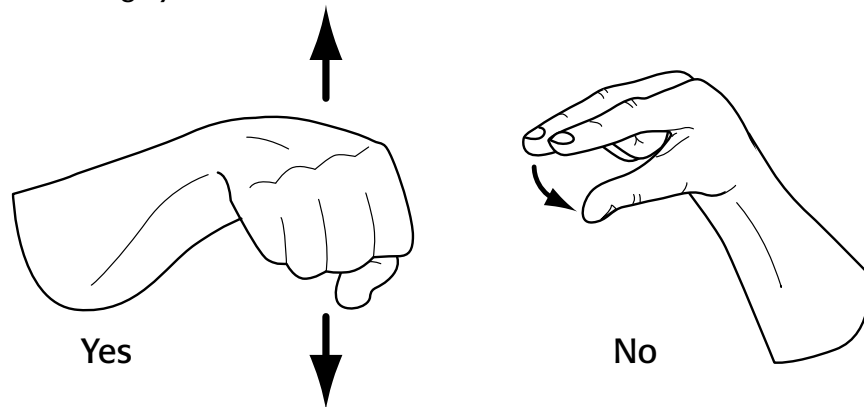
Introduce your child to the wonderful world of sign language.

We Can Use Sign Language

Talk with your child about ways people can talk without using words. Tell your child that the InvestiGators like to play charades. They take turns doing different movements without saying any words. The others guess what each one is pretending to do.

Explain that when you talk using actions instead of words, it is called *pantomime*. Pantomime an activity such as brushing your teeth. Have your child guess what you are doing. Then invite your child to pantomime actions for you to guess.

- Explain that people with vocal or hearing impairments might talk with their hands. The way they move their hands tells what they want to say. This is called *sign language*.
- Teach your child the sign for *yes*. Say: *Sometimes we nod our heads like this when we mean "yes."* Demonstrate nodding. *We can make a fist with our hands and make it look like nodding.* Demonstrate and have your child sign *yes*.



- Teach your child the sign for *no*. Say: *To sign "no," we make our thumb and two fingers meet like pinching.* Demonstrate and have your child sign *no*.
- Ask questions about ideas your child has learned during the Marvelous Me! Investigation. Have your child respond *yes* or *no* using sign language:

Can you feel with your hands?

Can you jump with your nose?

Do you have three ears?

Do you have ten toes?

Can you bend your elbow?

Can you jump with two feet?

Can you see a friend?

Can you taste something sweet?

Name _____

Taste Buddies

Draw pictures to show foods that taste sweet, salty, sour, and bitter.

sweet

salty

sour

bitter

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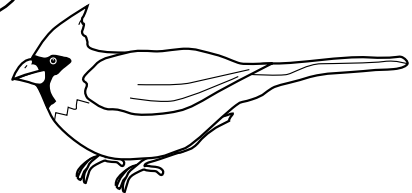
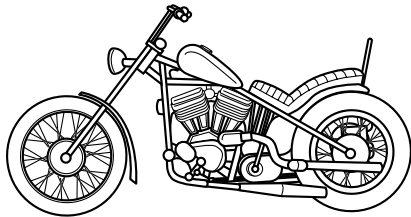
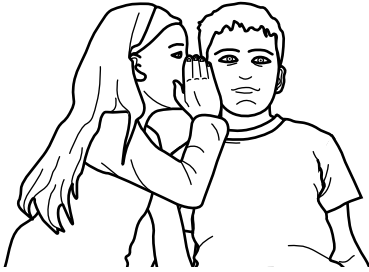
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Name _____

Loud and Soft Sounds

Which two things make loud sounds? Which two things make soft sounds?
Draw lines to match.



Draw your own pictures.

Soft Sound



Loud Sound



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Name _____

My Five Senses

Draw a picture to show something you see, hear, smell, touch, and taste.

see

hear

smell

touch

taste

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