



The InvestiGator Club™ Prekindergarten Learning System

Investigations

PARENT'S
EDITION

Integrated Activities for Exploring, Experimenting,
and Making Discoveries



Marvelous Me!



THE EARLY CHILDHOOD COMPANY
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Part 3

Healthy Me!

Tell your child: *Now that you have been investigating all the things that make you special, it's time to discover ways you take care of your body so you can grow strong and stay healthy and happy. We'll do lots of thinking, exploring, and practicing health and safety tips. Are you ready to investigate?*

Health/Oral Language

Rapping with Manny is just the thing to sharpen your child's listening skills while learning about healthy habits to practice.

Materials

- health props (toothbrush and toothpaste, bar of soap, comb and brush, shampoo bottle, plastic glass, example of a healthful snack)
- [Healthy Habits Activity Sheet](#)

I Can Take Care of Myself

Show your child props that suggest healthy habits. Say: *You can use these props to remember to practice healthy habits. What do you do to stay healthy?*

Say: *Manny raps and rhymes about healthy habits to remind the others. Today Manny will teach you a rap.* Share the following action rhyme. As each healthy habit is named, have your child pick up the corresponding prop and pantomime the action that shows how the prop is used. (Note: Use your child's own toothbrush and comb or brush, and provide a snack your child can eat.)

I brush my teeth up and down, (Pantomime brushing teeth.)

Then I brush them round and round.

I brush morning, noon, and night

To keep them clean and keep them white.

I wet my hands and add the soap, (Pantomime washing hands.)

Then scrub, scrub, scrub the dirt away.

When I rinse, the germs are gone. (Pantomime rinsing hands.)

They never have a chance to stay. (Shake head "no.")

I Can Take Care of Myself (continued)

I wash my hair till it's shiny and bright. (Pantomime washing hair.)

I comb and brush every day and night. (Pantomime combing/brushing.)

I drink water, milk, juice too. (Pantomime drinking.)

I eat a snack that's good for you. (Pantomime eating.)

Tell your child: *I will ask you to pretend to do some of the healthy habits we have been talking about today. Listen carefully and then act out what I say.* Provide a two-step direction. Tell your child not to act until you are finished speaking.

Wash your face. Then comb you hair.

Wash your apple. Then eat it.

Put water in a glass. Then drink it.

Run in place. Then take a drink.

Continue with three-step directions:

Wet your hands, add soap, and scrub.

Wash your face, brush your teeth, and comb your hair.

Pour a glass of juice, drink the juice, and wash the glass.

Invite your child to say two actions for you to do.

Print a copy of the [Healthy Habits Activity Sheet](#) to help your child play a game. Cut apart the cards and use them to play a matching game by turning the cards face down and flipping over two cards at a time to find a match. Once a match is made, your child can name the healthy habit that is pictured.



Exercise with your child to promote positive attitudes toward exercising and physical fitness.

Materials

- floor mats or soft blankets
- masking tape
- hoops
- pictures of a frog, kangaroo, grasshopper
- sturdy platform or surface
- bean bag
- long rope
- crepe-paper streamers
- “candlestick” props

For 3-year-olds

Jump Hoops: Place mats under each jumping area.

Jump Rope: If necessary, stop the rope in front of your young child and tell him or her when to jump.

Note: These activities are adapted for younger children from movement specialists for the American Heart Association’s “Jump Rope for Heart” program.

J Is for Jump

Encourage your child to exercise to build a strong body and a healthy heart. Say: *The members of the InvestiGator Club like to find different ways to practice their jumping. Rosalita and JT like to jump over puddles. Chuck Wood likes to jump down from one place to another like a superhero. Once Dilly and Manny used a pogo stick to do some jumping. Today you are going to practice your jumping skills!*

Beforehand plan to set up different jumping stations around a room or outside if the weather is nice. Keep in mind the following safety issues as you plan:

- There must be enough space to do the activities safely.
- Provide soft floor mats in case of falls.
- Use adult spotters for higher jumps.

Use the following stations:

Jump Over Mark varying widths for your child to jump over to see how far he or she can jump. You might place two tape strips to mark the area or have him or her jump over small mats.

Jump Like... Display pictures of a frog, a kangaroo, and a grasshopper. Ask your child to jump like each animal.

Jump Down Place a hoop at the base of a sturdy platform. Have your child jump down and land on both feet inside the hoop. Stand by to watch.

Jump High Two adults or a parent with an older sibling hold a rope that is slightly raised from the floor. A mat is placed under the jumping area. Children jump over the rope and land on two feet. The height of the rope can be increased.

Jump Up Have your child see how high he or she can jump. Hang crepe-paper streamers from the ceiling (or a tree if outdoors), and challenge your child to jump up to touch them.

Jump Like Jack Have child jump over a series of “candlesticks” without knocking them over as you recite the nursery rhyme: *Jack be nimble. Jack be quick. Jack jump over the candlestick.* Replace the name Jack with your child’s name each time.

Jump Hoops Place a series of smaller hoops to form a path. Have your child jump from one hoop to the next.

Jump Rope Tie a bean bag at the end of a long rope while a few children form a circle. Space children far apart. Ask an adult to squat in the center of the circle and slowly swing the rope around the circle. Your child must jump up as the bag swings under the feet.

Encourage your child to try all of the jumping stations and then choose a favorite one to visit again. Set aside a special day for a family jump-a-thon when the whole family can participate and provide motivation and positive reinforcement for the younger child in the family.

Build a Snack

Your child can practice math skills while enjoying a healthy snack.

Materials

- paper plates (1 per family member)
- ingredients for two or three snacks (see suggestions below)
- plastic knife
- index cards (for game cards)
- [Build a Snack Activity Sheet](#)

Say: *Today we are going to talk about snacks that are good for you to eat. When Dilly and the other InvestiGators meet in the clubhouse in Circle Forest, they like to have a healthful snack. Sometimes Dilly brings fruit. Bruno Buzzbee's favorite snack is a peanut butter and honey sandwich. What are some snacks you like to have?* Encourage your child to name favorite snacks and discuss which are more healthful than others.

Have your child prepare a healthful snack for the whole family. Provide paper plates, a plastic knife, and the ingredients to prepare a snack such as crackers with cheese spread or celery sticks filled with soft cheese and topped with raisins. Provide enough ingredients for each family member to have two or three snacks.

After your child washes and dries his or her hands, have your child first prepare the snack by spreading or filling. Then have your child figure out how many snacks each family member will get by sharing them equally. Observe your child as he or she works. No sneaking a snack!

While the family is enjoying the snacks, ask your child: *What did you do to make the snack? How did you figure out how many snacks each family member gets?*

After snack time, engage your child in a game. You will need to prepare sets of picture cards that show the parts of a sandwich. Four cards will be needed for one sandwich: two bread slices and one dab each of peanut butter and jelly.

Show your child what each card looks like as you talk about making a sandwich for a snack. Ask: *How do you make a peanut butter and jelly sandwich? What do you do first? What do you do next? What do you do last?* Make certain your child understands that he or she will need two slices of bread and a dab of peanut butter and jelly to make one sandwich during the game.

Mix the cards, and give them to your child. Give a *go* signal, and have your child set the cards in a row to show the steps to build a sandwich. Ask your child to explain the order of the cards. Then have your child complete a [Build a Snack Activity Sheet](#).



Your child will investigate careful hand-washing to ward off germs through this fun experiment.

Materials

- liquid or foam soap
- paper towels
- cooking oil or petroleum jelly
- cinnamon

No More Germs!

Tell your child: *Since Dilly and her friends do a lot of investigating by touching things with their hands, they are very careful to wash them often with soap and water to get rid of any dirt or germs.*

Begin the activity by telling your child to start out with clean hands. Together with your child use liquid or foam soap to thoroughly wash, rinse, and dry your hands.

Explain: *You can pick up dirt and germs on your hands very easily. You don't know they are on your hands because you can't see germs and you might think your hands are clean.*

Explain that you will do a germ investigation together. Spread cooking oil or petroleum jelly on your child's hands. Then sprinkle ground cinnamon on your child's hands. It will stick to his or her hands. Tell your child: *We will pretend that the specks of cinnamon are germs.*

Then ask your child to shake hands with you. Ask: *What happened to my hands now? Did the "germs" spread to my hands?*

Explain that this is what happens every day. We can pass our germs to someone else. Ask: *What can you do to get rid of these germs?* Stress the importance of thoroughly washing hands often and keeping hands away from the face, mouth, ears, and eyes.

Together with your child rewash your hands. How long is long enough? Sing the ABCs twice, or time your washing for a full 20 seconds. Then rinse and thoroughly dry your hands.



Movin' and Groovin'

Get the whole family moving to music with a fun activity that includes creating a dance named for each family member.

Materials

- recorded music with varying tempos

Tell your child: *Rosalita Sausalita isn't the only InvestiGator who likes to dance. Dilly, JT, Manny, Chuck, and Bruno like to join in the action too when they hear music playing. Let's dance like the InvestiGators.*

Play upbeat music, and have your child follow directions for moving around:

wiggle and giggle

hop on one foot

jog in place

do the twist

boogie down and jump up

shake your body low and high

Change the music to a slower tempo, and change the directions to:

reach high and then low

sway back and forth

stretch high and slowly turn

bend low and move your arms

float like a cloud

fly like a butterfly

move like a soft breeze

tiptoe with arms above your head

Everyone
do the Dilly!



Get the entire family involved to create their own name dance. Introduce the activity using the following chant:

Let's do the name dance. Everyone will have a chance.

Move anyway you want, and we will do it too.

This special dance will be named for you!

Play recorded music. Tell your family: *The first dance will be named after me.* Start doing your movements, and have children follow. Say: *Everyone do the (Mommy)!*

Invite each family member to lead the others with any movement he or she wants. Say each time: *Everyone do the (Eli)!*

Use role play to teach your child what an emergency is and the importance of 911.

Materials

- toy telephone

Note: If your child seems alarmed by activities that focus on emergencies, address his or her feelings. You might want to talk with a family member or neighbor who is a firefighter, medical professional, or police officer to set your child's mind at ease about getting help during emergency situations.

Emergency!

Use a toy telephone. Help children recognize the numerals 1 and 9. Say: *Bruno Buzzbee is always there when one of the other InvestiGators needs help. Bruno is quick to know what to do in an emergency.* Explain to your child that an *emergency* is when someone is in trouble and quickly needs the help of others. Stress that there are different kinds of emergencies such as a person having an accident and getting hurt at home or in the car or someone who feels very sick. A fire, tornado, earthquake, and flood are emergencies too.

Tell children if they are home and there is an emergency, they can dial 911 to call for help if older family members cannot do it. Demonstrate how to dial 911. Have your child show how he or she will touch the 9, the 1, and the 1 a second time. Explain that a person will answer the call and ask what the emergency is. Your child will need to be able to tell the person where he or she lives, so it is important to learn the home address. Role-play your child calling and a response person (you) answering.

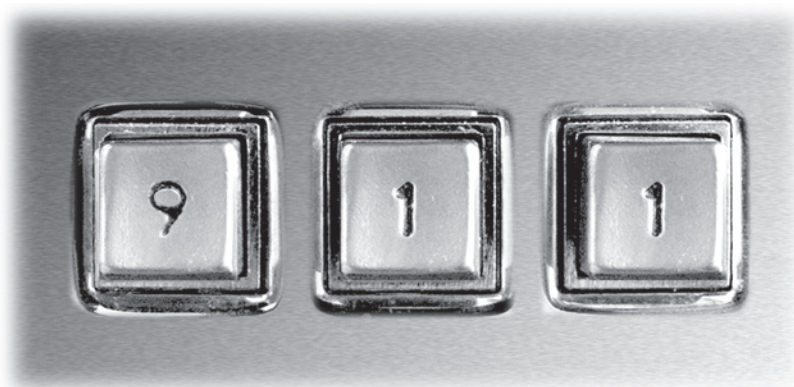
Pretend there is a fire in your home while the family is asleep. Role-play what you can do to protect yourselves.

First make a beeping noise to represent the smoke detector to awaken the family. Then role-play with your child crawling on the floor to the door to feel if it is hot or cool before opening it.

Practice stop, drop, and roll.

Ask a child to dial 911 on a toy telephone to tell the fire department what the emergency is. Remind children to use 911 only in emergencies.

If you live in an area that is prone to tornados or earthquakes, role-play these situations on another day. Have your child practice staying away from windows, glass doors, and shelves. Have him or her practice getting under a sturdy table or into a protected hallway or room and sitting covering the back of the head and neck with two hands or a soft pillow.



Your child can investigate first aid supplies and become the caregiver for an injured potato.

Materials

- first aid supplies (bandages, gauze, tape, cotton balls)
- 2 potatoes (yams, carrots, turnips)
- vegetable peeler

Fun with First Aid

Beforehand use a vegetable peeler to put one or more scratches or nicks in the skin of two potatoes (and yam, carrot, or turnip if you want to use a different kind of vegetable). Make some scratches much larger than others. Keep one potato, and give the other to your child.

Explain: *Our potatoes have a skin just like you and I do. Just like our skin covers our body and protects it, the skin on the potato covers and protects what is inside.*

Have your child examine the potato. Ask: *Do you see a scratch or a nick in the skin? This scratch is just like one you might get if you fall and scratch your knee or your arm.* Explain that you and your child will be caregivers for your potatoes and take care of them to learn about first aid.

Display and name first aid supplies: *gauze, tape, bandages, and cotton balls.* Ask if your child remembers having to use these supplies. Demonstrate using the supplies on your injured potato as your child watches. Role-play how you use a cotton ball to clean the wound and then apply a dressing. If the wound is very large and deep, it might require gauze and tape. Otherwise, a bandage will do.

Ask your child to care for the injured potato by cleaning the injured area and deciding what kind of dressing is required.

Then ask your child to repeat the steps he or she just did by naming them.

To help your child remember the steps of first aid, say that Manny Salamander has a rap to teach:

I fell down and scratched my knee.

It hurt a little bit.

Mommy cleaned the scratch for me

And put a bandage on it.



Your child will learn about cooperation and sharing while exercising to lively music.

Materials

- recorded music with a fast tempo
- a few hula hoops or masking tape

Musical Hoop-Dee-Doo

Tell your child: *Rosalita likes to teach the other InvestiGators some new dance steps. She tells them that dancing is a great way to exercise and have fun while doing it!* Invite your child to see what kind of creative dance moves he or she can make. Involve the whole family in this activity, or invite your child's friends to play.

Before the dancing begins, strategically place some hula hoops in the dance area. If none is available, mark off small sections using masking tape. Tell everyone that as the music plays, they are to dance around the hoops or taped areas. But as soon as the music stops, they are to stand inside a hoop or taped area. Explain: *There are more of you than hoops, so you will have to share space inside the hoop.*

Start the music. After a few minutes, stop the music. Encourage everyone to help one another find a space in which to stand.

When you start the music again, remove one of the hoops or taped areas. Repeat the former step. Remind everyone to cooperate by helping one another fit inside each hoop.

Repeat until there is only one hoop. This time when the music stops, suggest that everyone place one foot, one arm, or one elbow inside the space.



Your child will enjoy a traditional tale and then have a chance to rate foods they taste as "yummy" or "just OK."

Materials

- copy of *The Gingerbread Man*
- storytelling props, lunch box or brown paper sack (optional)
- gingerbread man cookies
- Yummy or Just OK?
Activity Sheet

Yummy or Just OK?

You might want to prepare to tell the story of the Gingerbread Man by gathering storytelling props. If so, you will need pictures of a gingerbread man, elderly man, elderly woman, pig, cow, horse, and fox. Then place the pictures in a lunch box or brown sack. Pull them out one at a time to be placed on a table near where you are sharing the story.

Tell your child: *Dilly and JT's Great Auntie Lu is a fabulous storyteller. Everyone on Triangle Beach knows Great Auntie. They all stop to listen when she begins one of her tales. The Gingerbread Man is a story she told Dilly and JT not too long ago. Listen.*

Read your favorite version of *The Gingerbread Man*.

If you are using storytelling props, display the pictures of characters as you read or tell the story.

After reading the story, ask: *How do you think the little old man and woman felt when the gingerbread man ran away? Why did they want to catch him? Why did the pig, cow, and horse want to catch him? Why did the fox offer to help the gingerbread man cross the river?*

Invite your child to use the storytelling props to retell the story.

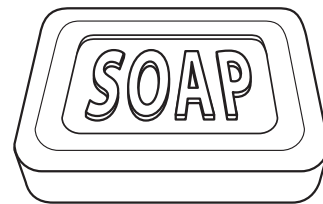
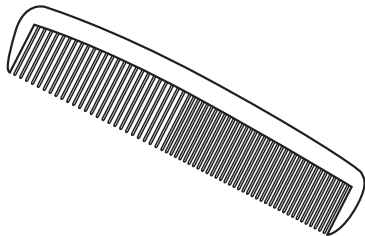
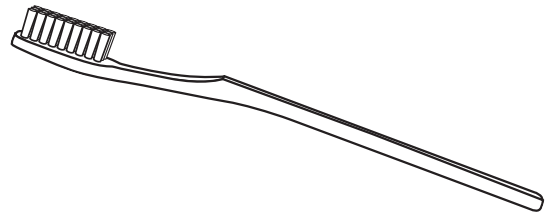
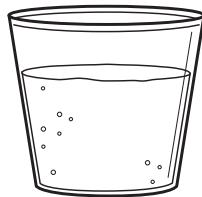
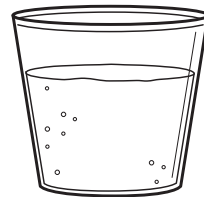
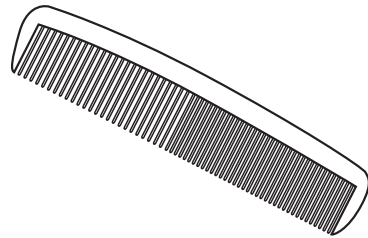
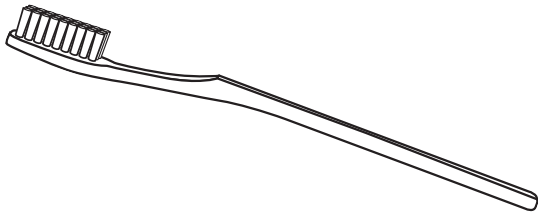
Remind your child that the animals in the story were all anxious to catch the gingerbread man because they wanted to eat him. They all thought he would taste yummy. Provide a snack of gingerbread man cookies to share. Ask your child if the cookie tastes yummy or just OK.

Talk about other foods your child has tasted. As each food is named, ask: *Do you think (peanut butter) is yummy or just OK? Do you think (tuna salad) is yummy or just OK?* Print the Yummy or Just OK? Activity Sheet. Tell your child to draw pictures of foods he or she has tried and then put an X under *Yummy* or *Just OK* for each food.

Name _____

Healthy Habits

Cut apart the cards to play a matching game.
Name the healthy habit for each picture match.



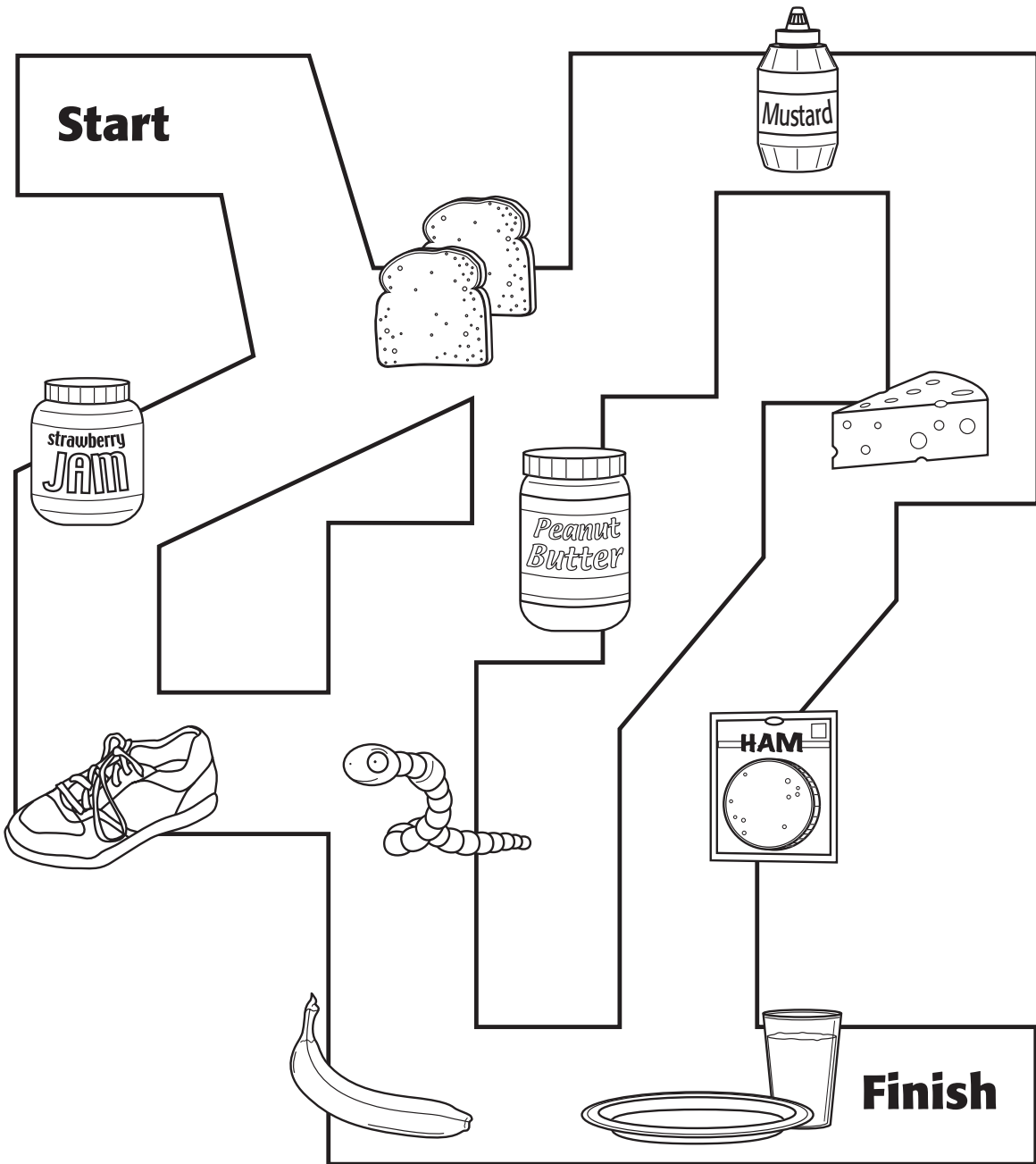
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Name _____

Build a Snack



What is your favorite sandwich? _____

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Name _____

Yummy or Just OK?

Draw pictures of foods you eat. Put an X under *Yummy* or *Just OK*.

Food	Yummy	Just OK

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