



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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# Part 4

# My Family and Friends

Tell your child: *Now that you have been investigating ways you take care of your body so you can grow strong and stay healthy, it's time to learn about another very important part of your life. During this Investigation, you will learn just how special our family and friends are and how great it is to have one another. If you're ready, let's start investigating!*

**Social Studies/Art/  
Mathematics/Oral Language**

*Help your child recognize how unique your family is by creating a family tree.*

## Materials

- [Family Tree Activity Sheet](#)
- sheet of drawing paper
- small circular sponges (or stickers)
- red tempera paint
- paint tray
- paper towels
- crayons or markers
- tape recorder and tape (optional)

**Note:** Families come in all sizes and configurations. Remind your child that not all families are the same, but he or she should be proud of yours just because it is special.

## My Family Tree

Tell your child: *Some of the members of Dilly's family tree include her mother, father, little brother JT, and Great Auntie Lu. Each one is very important to Dilly. The members of your family are special too!*

Explain to your child that together you will make a family tree to show the members of your family. Print a copy of the [Family Tree Activity Sheet](#).

To make a shape to represent each family member on the tree, choose sponge painting or stickers. If you choose to make sponge prints with paint, cover the entire work area with newspaper or plastic to catch spills.

If using paint, first demonstrate how to make the prints by pressing the sponge into red paint, blotting a few times on a paper towel to get rid of excess paint, and then pressing on the paper. Be careful not to use too much paint. If using stickers, just peel and place them on the tree.

As your child names each family member, have him or her insert the sponge into the red tempera paint and make a print in the branches (as if apples on a tree). Include pets too.

Then use a marker to record each family member's name as your child repeats the name.

Once the family tree is made, ask your child to tell about the family tree. Tape the interview if you wish to play it later.

Begin the interview with: *This is (Mari's) family tree. Count the members your family has. Can you name them for me?* Your child can listen to the recording of the family tree interview at a later time while examining the family tree.

**Dramatic Play/Social and Emotional/Health**

# Baby Talk

*When you investigate together how babies move, communicate, eat, and play, your child will realize that he or she is not a baby anymore.*

## Materials

- family baby photographs
- variety of baby items or catalog pictures of them (clothing, bib, pacifier, bottle, diaper, toys, spoon, baby food, baby blanket, etc.)
- tray
- pictures of babies
- baby doll or stuffed toy and nursery items

Begin by sharing photographs of your child, you, and other family members as babies. Talk about a baby recently born in your family or a friend or neighbor's family. Ask: *Who has had a baby recently born in their family? Was the baby a boy or girl? What is the baby's name?* Explain that you will do some investigating about babies.

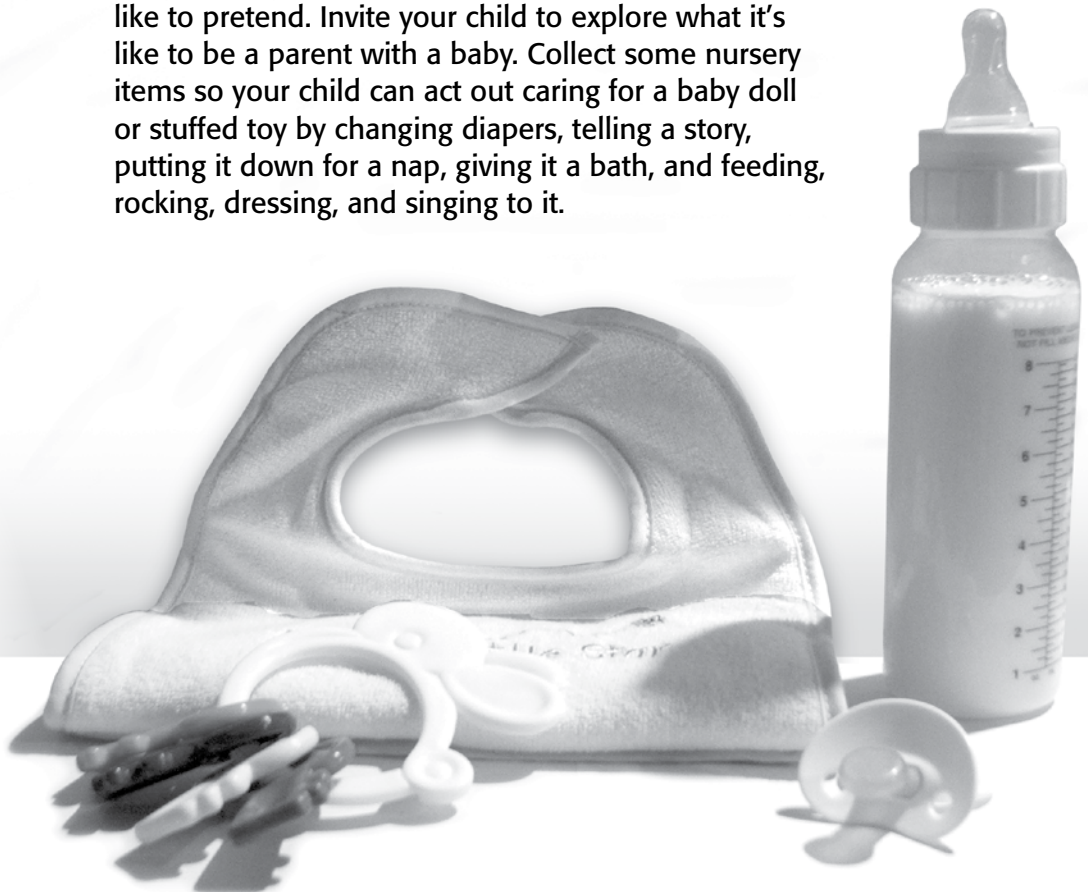
Place a collection of six baby items (or pictures) on a tray. Show each item, and have your child explain the use. Ask questions to prompt: *What is something a baby wears? Which one is a toy for a baby? What is used to feed a baby? What will keep a baby warm?*

Play a game with the items. Have your child close his or her eyes while you remove and hide one of the items. Signal for your child to open his or her eyes, and ask what is missing. Play several times.

Talk about ways babies move, play, and communicate. Ask: *What are things you can do that babies cannot do?*

Explain that one way babies communicate is by crying. Babies might cry to tell the people around them that they need something. Ask: *Why do you think a baby might cry?*

Tell your child that the members of the InvestiGator Club like to pretend. Invite your child to explore what it's like to be a parent with a baby. Collect some nursery items so your child can act out caring for a baby doll or stuffed toy by changing diapers, telling a story, putting it down for a nap, giving it a bath, and feeding, rocking, dressing, and singing to it.



**Social and Emotional/Oral  
Language/Music/Fine  
Motor Skills**

*Investigate emotions  
by playing a game, singing  
a song, and illustrating  
a response.*

**Materials**

- large box covered with paper
- magazine or simple line drawings showing six feelings: happy, sad, sleepy, mad, scared, surprised
- [How Do I Feel? Activity Sheet](#)
- crayons or markers



# How Do I Feel?

Beforehand cover a large box with paper. Attach a picture on each side that shows a range of feelings: happy, sad, sleepy, mad, scared, surprised.

Introduce the pictures on the box by showing each one and identifying the feeling that is pictured. Tell your child: JT Gator taught the other members of the InvestiGator Club a song about feelings. Now it's your turn to learn the song! Are you ready to sing?

Sing the following song to the tune of the chorus of "Jingle Bells." As each feeling is named in the song, show the picture on the box.

*Sing this song of feelings*

*You have every day.*

*Not everyone feels the same.*

*The way you feel's okay.*

*If you're happy give a smile.*

*Frown if you are sad.*

*If you're sleepy, rest awhile.*

*Cool down if you're mad.*

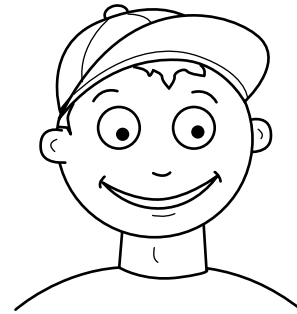
*If you're scared, don't shiver and shake.*

*Find something else to do.*

*If you're surprised with a special treat*

*Remember to say, "Thank you!"*

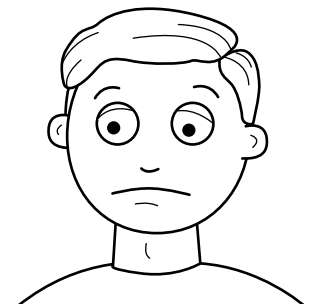
(Repeat first verse.)



Play a game with the feelings cube. Have your child toss the box and identify the feeling shown on the top panel. Ask your child to imitate the facial expression and name a reason why he or she might feel this way.

Print the [How Do I Feel? Activity Sheet](#). Tell your child to write his or her name at the top of the page. Then read each caption: *I am happy. I am sad.* Ask your child to repeat the words as you point to them. Your child can draw a self-portrait looking happy and looking sad.

Encourage your child to talk about things that make him or her happy and sad and things he or she does to make others feel happy and sad.



# People Match-Up

Engage your child in a matching game that focuses on the dynamics of a family.

## Materials

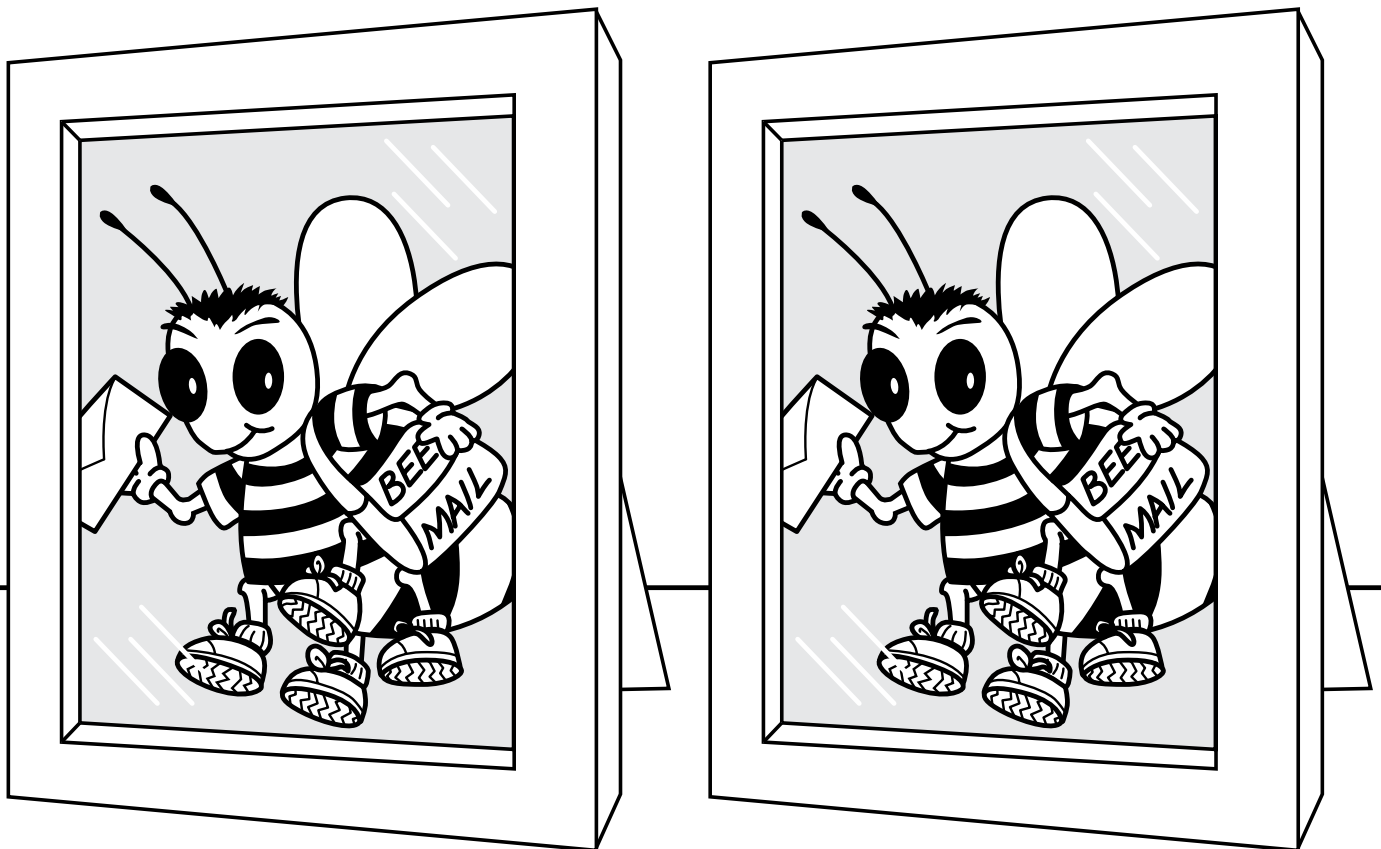
- two copies of the same magazine issue that features photographs of people
- construction paper

Beforehand create a matching game using photographs of people from two copies of the same magazine issue. Find identical pictures of people that represent different ages, including babies, girls, boys, adult females and males, and senior females and males. Mount each picture on construction paper.

Talk with your child about the dynamics of a family and the people who might make up a family. Include babies, children, parents, grandparents, and others. Include all types of families.

Show one set of photographs that have been mounted. As you show each photo, comment and encourage your child to comment: *This shows an older woman. Could she be someone's grandmother? This shows a young boy. He might be a brother to someone.*

Tell your child you are going to play a people matching game with the pictures. Mix both sets of photographs together. Have your child leave the room while you place the photographs in full view around the room. At your signal, have your child walk around the room to find photographs that match. As each match is made, check the match, asking whom the family member might be. Continue until all the picture pairs have been found.



# All Around the Block

After taking a walk around your block to see the neighborhood, your child can use blocks to build a miniature neighborhood.

## Materials

- magazines to cut apart
- scissors
- tape
- variety of blocks

If possible, take your child on a walk around the block. Explain beforehand: *We are going to take a walk around the block to take a look at the neighborhood. "Around the block" means to go up and down the streets that surround an area. We will start and finish in the same place—our home! As you walk, ask your child to point out what is seen in the neighborhood.*

After your walk, say: *Dilly and her brother, JT, live on Triangle Beach. Their house is near the water. Great Auntie Lu has her art studio on Triangle Beach too. Rosalita Sausalita and Manny Salamander live in a different neighborhood. They both live in City Square.*



Ask your child what was seen on your walk in your neighborhood. Point out that each place has an address. Ask: *What street do we live on? What is our address?* Practice reciting your address if your child needs help.

Help your child gather materials to build a miniature neighborhood with neighbors. First create families by cutting and taping small magazine pictures of people onto blocks. Then use larger blocks to build homes for the families to create a neighborhood. Stores can be added too. Encourage your child to role-play showing the block families doing daily activities.



Your child learns the shape and sound of the letter Hh as you investigate things in a home together.

## Materials

- paper
- crayons and markers
- modeling clay (optional)
- [H Is for Home Activity Sheet](#)

# H Is for Home

Remind your child: *A home is a special place where someone lives. Dilly and JT's home is a houseboat on Triangle Beach. Rosalita Sausalita and Manny Salamander live in Miss Lilly's Pads apartment building in City Square. Chuck Wood lives in Diggery Den and Bruno Buzzbee lives in a hive; both are in Circle Forest.*

Say the word home. Ask your child to repeat the word. Say it slowly, emphasizing the beginning sound: /h/-ome. Ask: *What sound do you hear at the beginning of home? Say: The word home begins with the letter Hh.* Use a pencil to write the letter Hh on paper. Trace each letter with your finger as you say the letter name and make the sound /h/. Have your child repeat after you.

Demonstrate how the letter is formed again by using a finger to trace the letters on the paper. Then ask your child to use a finger to trace each letter and then trace with crayon. Encourage your child to try writing the letter. You also might want to provide modeling clay for your child to form the letter Hh.

Teach your child the following finger rhyme about homes.

*This is my house* (Place hands upright with  
*Where I sleep, live, and eat.* fingertips touching to form a roof.)  
*This is my friend's house,* (Repeat the gesture.)  
*Just down the street.* (Point away from you.)

*On sunny days* (Form a big circle with your arms.)  
*I open my door wide* (Pantomime opening a door.)  
*I quickly run* (Pointer and middle finger running.)  
*to play outside.*

*I look down the street.* (Shield eyes to look away.)  
*My friend's coming too!* (Wave.)  
*We run to meet each other,* (Two fingers on each hand running  
to meet.)  
*And shout, "Happy to see you!"* (Throw hands up into the air and  
point to one another.)



Explain that everyone's home is special. No two homes are exactly alike. Print the [H Is for Home Activity Sheet](#). Read each caption inside the home: *family room, kitchen, my bedroom, my bathroom*. Tell your child to draw or cut and paste a magazine picture of something found in each room of your home. Talk about what your child included

## Social and Emotional/Oral Language/Movement

Teach your child about giving a compliment through this fun family activity.

### Materials

- large ball of yarn



# Friendship Web

This is a perfect activity for the entire family or for a group of young children in your care. Say: *Dilly Gator and Rosalita Sausalita are best friends. Dilly would say that Rosalita is a great dancer, a computer whiz, and a cool friend. Rosalita would say that Dilly is smart, funny, a good reader, and great at solving problems. When you say something nice about another person, you are giving a compliment.*

Ask family members (or a group of young children) to sit on the floor in a large circle. Explain that you will play a game using nice words and a ball of yarn. Each person will have a chance to roll the ball of yarn to someone across the circle and say something nice about that person.

To demonstrate, hold onto the end of the yarn and roll the ball to one family member (or child) seated across from you. Pay this person a compliment: *Mike, I like the red shirt you chose to wear today.* Then this person holds a section of yarn, rolls the ball across to another family member (or child), and pays a compliment.

Continue the process until everyone has had a turn. Then say: *Look at the friendship web we created by saying nice things about one another. When we say kind words, we become closer to one another like friends should be.*

## Cooperation/Fine Motor Skills/Music

Develop cooperative behavior through an activity that involves music and sharing of space and art materials.

### Materials

- large sheets of paper
- crayons
- recorded music with quick and slow tempos

# Sharing Spaces

Say: *When Bruno Buzzbee bakes a honey cake, he always shares it with the rest of the InvestiGator Club. Chuck Wood shares his tools, and Great Auntie Lu shares her art supplies with anyone who wants to paint a picture.* Ask your child to name some things he or she shares with a sibling or friend. Say: *We share lots of things in our home, like space, the TV, toys, and food.*

This is a perfect activity to engage your child with other family members or with friends. It has them all sharing crayons and space. Roll out a length of paper, such as brown wrapping paper or white shelving paper, or tape together several sheets of paper. (You also can do this activity alone with your child; be sure to model how to ask kindly for crayons and share space.)

If you are having more than three or four participants, draw lines to mark off sections. Assign two family members (or friends) to each section and have them sit across from one another on the floor.

Place a variety of crayons in each section for everyone to share.

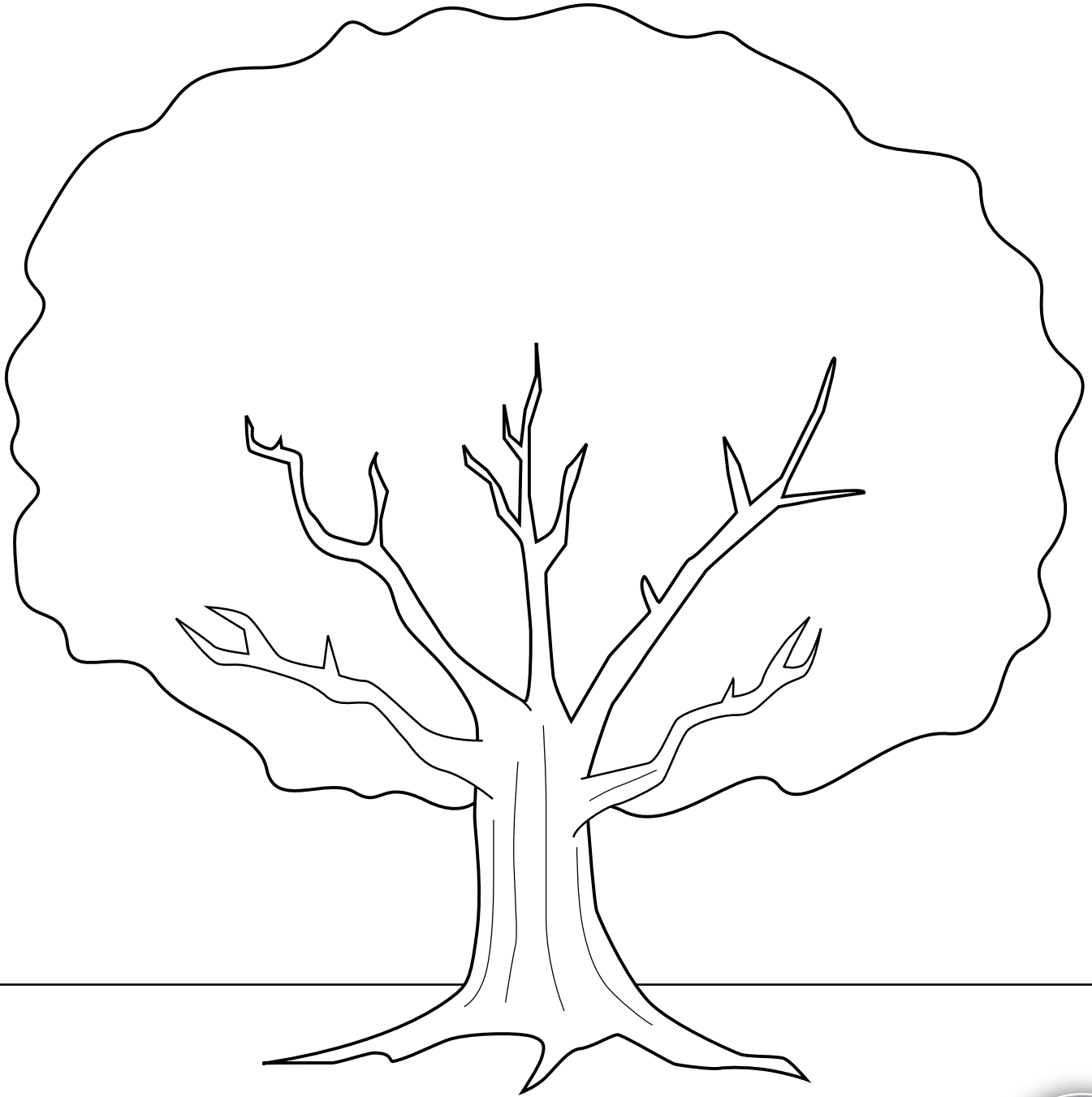
As you play recorded music, tell everyone to feel the music as they draw large shapes on the paper. Begin with a slow tempo and then increase to a faster tempo. They can change crayons at any time.

Remind everyone: *You are sharing the space and sharing the crayons.*

Name \_\_\_\_\_

# My Family Tree

Stamp a print for each family member.  
Write the name for each one.



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Name \_\_\_\_\_

# How Do I Feel?

Draw pictures to show how you look when you feel happy and sad.

<b>I am happy.</b>	<b>I am sad.</b>



Name \_\_\_\_\_

# H Is for Home

Draw or cut and paste a picture to show something in each room of your home.



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