



The InvestiGator Club™ Prekindergarten Learning System

# Investigation

PARENT'S  
EDITION

Integrated Activities for Exploring, Experimenting,  
and Making Discoveries

# Sensational Seasons

This Investigation celebrates the uniqueness of the four seasons. Each new season brings different sights and sounds for children to explore: the blazing sun in summer; the howling wind and cracking of colorful leaves in fall; cold temperatures and glistening snow in winter; and baby birds, bugs, and colorful blooms in spring. The four seasons provide many investigating opportunities for the InvestiGators and for your child, too. Let's investigate the sensational seasons!

# Part 1 Summertime

To introduce Sensational Seasons, remind your child that he or she is a member of the InvestiGator Club. Explain that the 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, we will learn all about the four seasons. They are summer, fall, winter, and spring. We will discover how each season is sensational because of the special things that happen in nature. Are you ready to start investigating?*

## Oral Language/Science/ Music

*Find out how summer is unlike all the other seasons.*

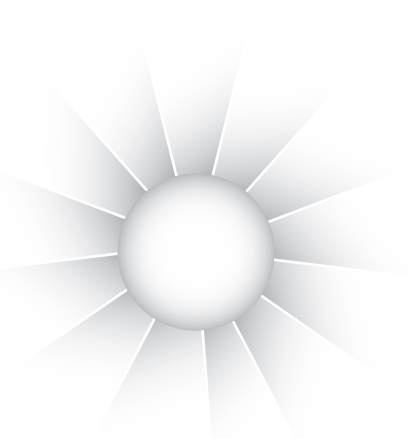
### Materials

- poster board
- craft sticks
- masking tape
- chart paper
- markers
- stickers (optional)

## All About Summer

Beforehand make a fan for your child. Cut a shape from poster board, and securely tape a craft stick to the board as a handle.

- Show your child how to use the fan to cool down while you begin a discussion about summer.
- Explain: *Dilly and her friends felt very hot as they played outdoors. After all, it was summertime. They were trying to decide where they could go to cool off. Some of them thought the clubhouse in the woods would be cool. The tall trees would give them shade. Others thought they should go swimming off Triangle Beach to cool off. Where do you go to cool off when it's summer?*
- Encourage your child to talk about summer. Draw a large sun in the center of chart paper, and list the ideas inside the sun. Ask questions such as: *What is the weather like? What do you wear? What kinds of things do you do outdoors? What special foods do you eat?*
- Teach a song about summer to the tune of "The Farmer in the Dell." As you sing the third line, insert a word that names something you do when it's hot (*drink, swim, nap, fan, eat ice cream, sit in the shade*). Then repeat the song, inviting your child to take a turn naming an action word.



*In summer, it gets hot.*

*In summer, it gets hot.*

*When I feel hot,*

*I (sing) a lot.*

*In summer, it gets hot!*

- Have your child use markers or stickers to decorate the fan and use it on hot days.

### Oral Language/ Mathematics

*Compare summertime objects,  
and tell ways they are the  
same and different.*

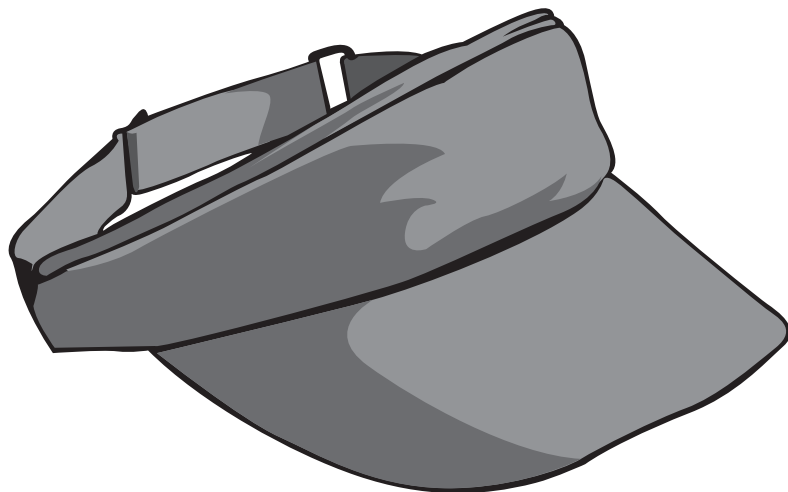
#### Materials

- magazines
- coloring books
- scissors

## Same but Different

Beforehand collect pictures of objects that are related to summertime. Use old magazines and coloring books to create pairs of pictures, such as sunglasses and a sun visor or hat, water fins and a swimsuit, a raft and a tube, a beach ball and a paddle, shorts and a T-shirt, a swimming pool and an ocean, lemonade and a frozen fruit pop.

- Explain that some things go together in some ways but are different in other ways. Dilly and Rosalita are best friends, but they look different and like different things.
- Show the collection of pictures. Explain that all these things have something to do with summer. They are the same in some ways and different in other ways. Use pictures of sunglasses and a sun visor as an example. Ask: *How are the sunglasses and sun visor the same?* (Both protect you from the sun and are worn on one's head.) *How are they different?* (One shades the eyes and the other shades the face; they can be different colors.)
- Show each of the remaining picture pairs, and ask your child to name ways in which the items are the same and different.
- Ask your child to sort all of the pictures in other ways: things you wear, things you play with, things you eat or drink, hard things, soft things, things that float, and so on.



Engage your child in a number hunt to find and count objects on a nature walk.







**Materials**

- clock
- tablet, pen
- paper
- markers
- [Number Hunt Activity Sheet](#)

# Number Hunt

Say: *Just like the InvestiGators, we are going outside to investigate summertime things today. We will be going on a nature hunt.*

- Plan a time for your nature hunt outdoors. Draw a large circle on paper with the numerals 1 to 12 as on a clock. Count the numerals with your child as you point to them.
- Decide on a time to go outdoors, and draw the hands of the clock to match this time. Explain: *When our clock looks just like this one, it will be time to go outdoors.* Have your child keep an eye on the clock to let you know when it's time.
- Before going outdoors, have your child help you decide what you will hunt for—trees, flowers, bugs, birds, nests, bushes. Make a list on a tablet that you will carry with you.
- During your hunt, ask your child to help you find the chosen items. Record the number of each item on the tablet.
- Back indoors, make a graph together to show what was found. List each item. Ask your child to draw a picture next to each word.
- Tell how many of each item was seen according to your list. Have your child make a mark for each one, and then count and write the total number.
- Ask: *What did we see the most times on our hunt? What did we see the fewest times?*

Things We Saw	How Many We Saw	Total
tree 	XXXXXX	6
flower 	XXXXXXXXX	9
bug 	XXX	3
bird 	XXXX	4
nest 	X	1
bush 	XXXXX	5

- Print the [Number Hunt Activity Sheet](#). Tell your child to draw lines to connect the dots from 1 to 10 to complete a picture showing something you saw on your number hunt.

Plan and have a beach party!

### Materials

- construction paper
- markers and crayons
- stickers, stamps, seashells, colored stones (optional)
- paper
- beach toys
- wading pool, lawn sprinkler, sandbox
- picnic lunch or snack
- blankets, towels
- camera and film
- picture book-making supplies

# Beach Party

Explain: *Dilly and JT Gator don't need to go to the beach—they live on one! Their home is a houseboat on Triangle Beach, so they can go into the water to cool off whenever they want!* Ask your child if it would be fun to have your own beach party in the yard. It could be planned for family or for friends.

- Have your child use construction paper to make decorative cards. He or she can draw summertime pictures on the cards, use stickers or stamps, or glue tiny seashells or colored stones on the cards.
- Inside each card, attach a note for guests telling about the beach party. Include information telling when and where it is. Suggest wearing swimsuits under clothing or bringing a change of clothing and a towel. Invite other adults to come as “lifeguards” as younger ones play in a wading pool, run through a lawn sprinkler, and build sand castles in a sandbox.
- Guests can bring beach toys—balls, sifters, shovels, buckets, and floating toys—if they want.
- Have your child help plan an itinerary for the day. List things to do outdoors, and plan and make a picnic lunch or snack.
- On the day of the beach party, take photographs throughout the day. Use the photos to make an album about your beach party. Your child can help write captions for each picture in the album.
- Some other fun books to share:
  - A Beach Day* by Douglas Florian
  - Moe the Dog in Tropical Paradise* by Diane Stanley
  - Sand Cake* by Frank Asch





Your child can pack a bag and get ready to roll on this imaginary trip.

### **Materials**

- travel brochures
- travel props
- [Going on a Trip Activity Sheet](#)

# Going on a Trip

Say: *JT Gator knows a lot about travel. He has maps and a globe that show all the places in the world. Wherever JT goes, he brings back something special from that place to remember his trip. I wonder where JT will go next!*

- Ask your child to describe a favorite family trip.
- Then invite your child to come along with you on an imaginary trip as he or she repeats each line after you. Perform appropriate actions as you recite.

*We're going on a trip.*

*Would you like to come along?*

*We're going on a trip.*

*We won't be gone long.*

*We better pack a suitcase.*

*Put in some clothes to wear.*

*Don't forget your toothbrush  
and a comb for your hair.*

*Let's go out the door.*

*Now get into the car.*

*We're driving to the airport.*

*It's not very far.*

*Next get on a plane.*

*We take off in the sky.*

*I look out my window.*

*Wow! We're flying high!*

*We land and ride a bus.*

*It takes us to a boat.*

*We all set sail.*

*Hey! Now we are afloat!*

*We sailed for a week.*

*Our family had such fun.*

*Now we're home again.*

*Our family trip is done!*

- Display several travel brochures for your child to peruse and then use to select a place for a trip.
- Role-play taking a vacation. Provide travel props such as a suitcase, clothes, play camera, ticket, and map. Tell your child to show the brochure to announce where the trip will be and then role-play how to travel and what to do there.
- Print the [Going on a Trip Activity Sheet](#). Tell your child to name the pictures and circle only those that show something that would be packed in a suitcase for a trip. There is space to draw one more picture.
- Look for these books about going places and seeing things:

*The Perfect Ride* by Lady McGrady

*The Relatives Came* by Cynthia Rylant

*It's time to celebrate our country's birthday and have a stars and stripes parade!*

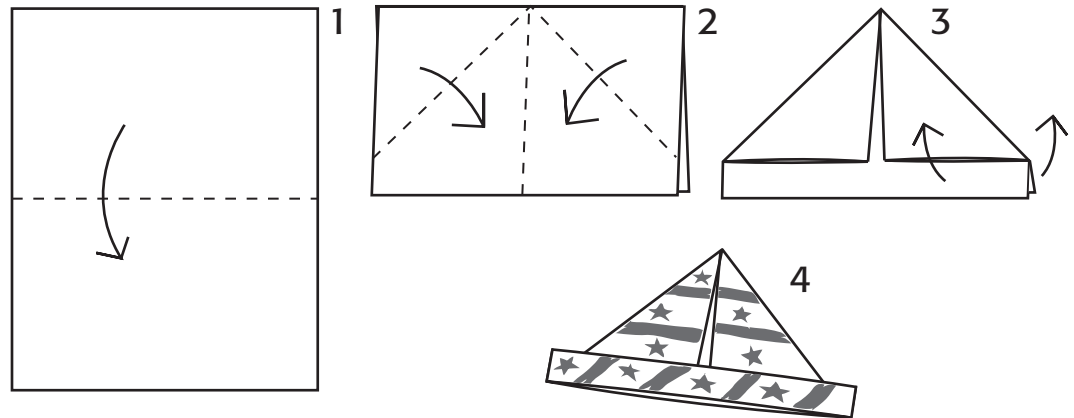
### Materials

- large sheets of paper (size of one page of newspaper)
- blue and red construction paper cut in one-inch strips
- glue
- self-stick stars
- parade music and portable player
- crepe-paper streamers
- toy instruments (or pots and spoons)
- stuffed toys and dolls
- wagons and bikes
- small flag

# Stars and Stripes

Tell your child that the InvestiGators and Great Auntie Lu are all going to City Square for the parade. Rosalita will be dancing in the parade on a float, and the others want to cheer her on as she passes. Chuck Wood helped to build the float, so he wants to see his work on display.

- Ask your child: *Would you like to have a Fourth of July parade in our neighborhood? We can ask your friends to be in the parade. Let's get ready!*
- Invite a group of your child's friends, or do this with family. Explain that our country celebrates this day because many years ago on July 4, 1776, the Declaration of Independence was signed, making our country a free land. Every year we celebrate again to remember this special day that we call our country's birthday.
- Distribute sheets of paper. Show how to fold the paper to make a parade hat.



- Everyone can decorate the hats by gluing on red and blue strips of paper and adding self-stick stars. Ask: *What do you think the stars and stripes stand for on your hats?*
- Prepare for the parade by having some children choose toy instruments (or spoons and a pot for a drum). Others can carry crepe-paper streamers, pull wagons with stuffed toys, ride bikes, or carry dolls in the parade.
- Have your parade outdoors. Play parade music if a portable player is available. Have one child lead the parade by carrying a small flag.
- After the parade is over, settle down with your child and a good book, such as:

*Parade* by Donald Crews

*Stars and Stripes: Our National Flag* by Leonard E. Fisher

*These fireworks are safe and colorful and fun to make.*

### Materials

- black construction paper
- colored chalk, oil pastels, or glitter sticks

# Fancy Fireworks

Tell your child that Great Auntie Lu showed Dilly and her friends how to make fireworks that were safe and fun to look at. Now she wants you to know how to make them, too.

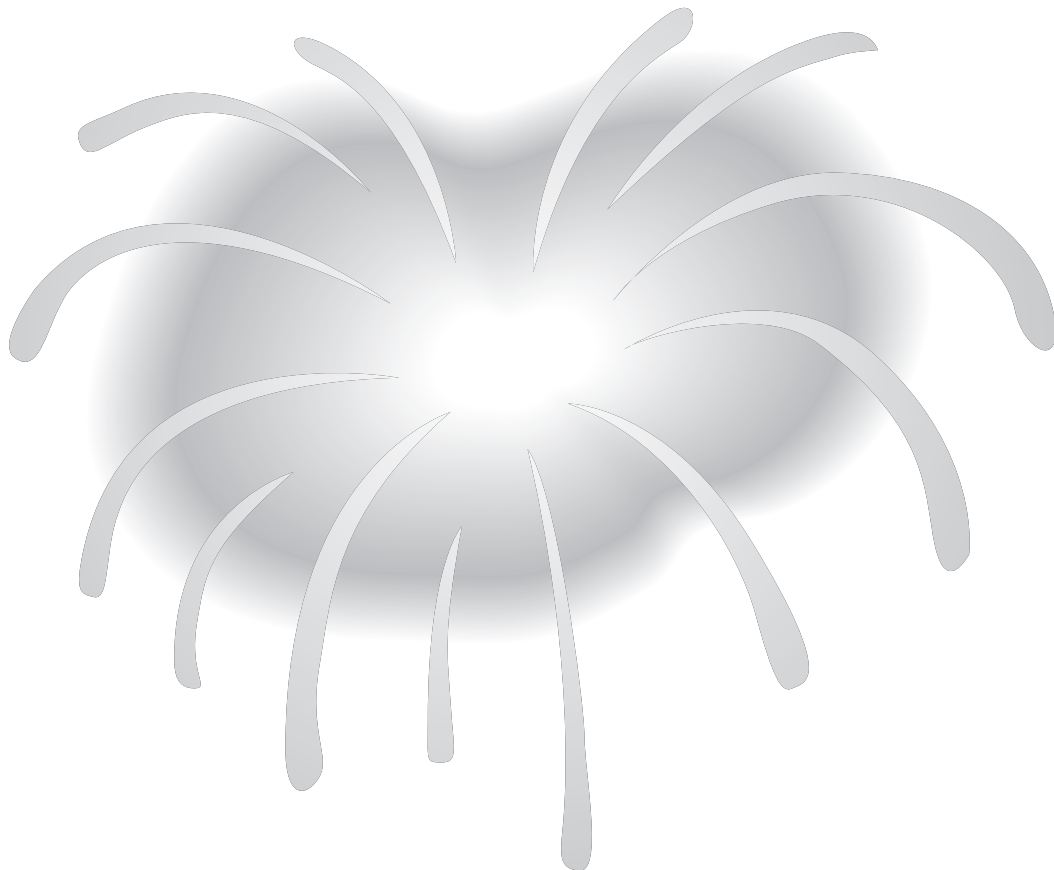
- Talk about fireworks you have seen in the nighttime sky. Discuss different reasons people set off fireworks. Then ask: *Why do you think it is always nighttime when the fireworks are shown?*
- Ask: *What color do you think the nighttime sky is?* Tell your child that black construction paper will be the nighttime sky. Then demonstrate how to use the colored chalk, oil pastels, or glitter sticks on the black paper to create fireworks.
- First draw three to five dots spaced apart on the paper. Then show how to draw colored lines radiating out all around each of the dots. Your child can use a different color for each burst of fireworks. Have the lines almost touching one another to fill the nighttime sky.
- Teach the following rhyme about fireworks:

*Boom, crack, fzzzz!*

*Fireworks light the sky!*

*See the sparkling bursts of light?*

*Hoorah for the Fourth of July!*





*Your child can learn the concept of "one more" while sorting summertime objects.*

### **Materials**

- sets of ten objects (seashells, seeds, stones, marbles)
- plastic bucket
- [Add One More Activity Sheet](#)

# Add One More

Tell your child that Manny Salamander says a rap about adding one more. He wants to teach the rap to them. Hold up fingers on each hand to show one more. It goes like this:

*If you add one more to **one**, then you have **two**.*

***Two** is more than **one**.*

*If you add one more to **two**, then you have **three**.*

***Three** is more than **two**.*

*If you add one more to **three**, then you have **four**.*

***Four** is more than **three**.*

*If you add one more to **four**, then you have **five**.*

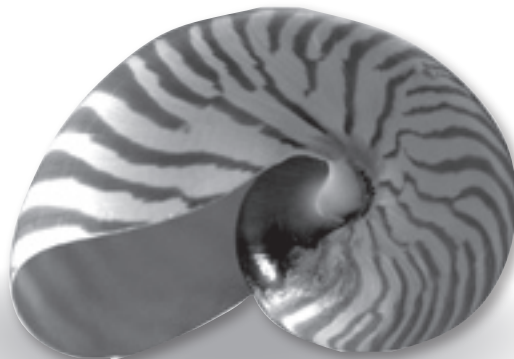
***Five** is more than **four**.*

(Continue up to ten.)

- Use objects to "add one more." Place sets of ten objects on a table, such as seashells, marbles, and seeds.
- Ask: *How many different kinds of objects do you see? Let's sort them into three different piles.* Have your child do the sorting.
- Place one seashell in a bucket. Say: *There is one seashell in the bucket. Add one more. One and one more makes two.*
- Continue: *Now there are two seashells in the bucket. Add one more. Two and one more makes three.*
- Continue in the same manner until all ten seashells are in the bucket. Encourage your child to count along with you. Repeat the process with another set of objects.
- Print the [Add One More Activity Sheet](#). Explain how to count the number in each row and then draw one more. Have your child count again and write the number. Work with your child to complete the activity.
- Share a book that is number-related, such as:

*More Than One* by Tana Hoban

*Ten in the Bed* by Jane Cabrera



Teach your child how to use sign language to convey seasonal ideas.

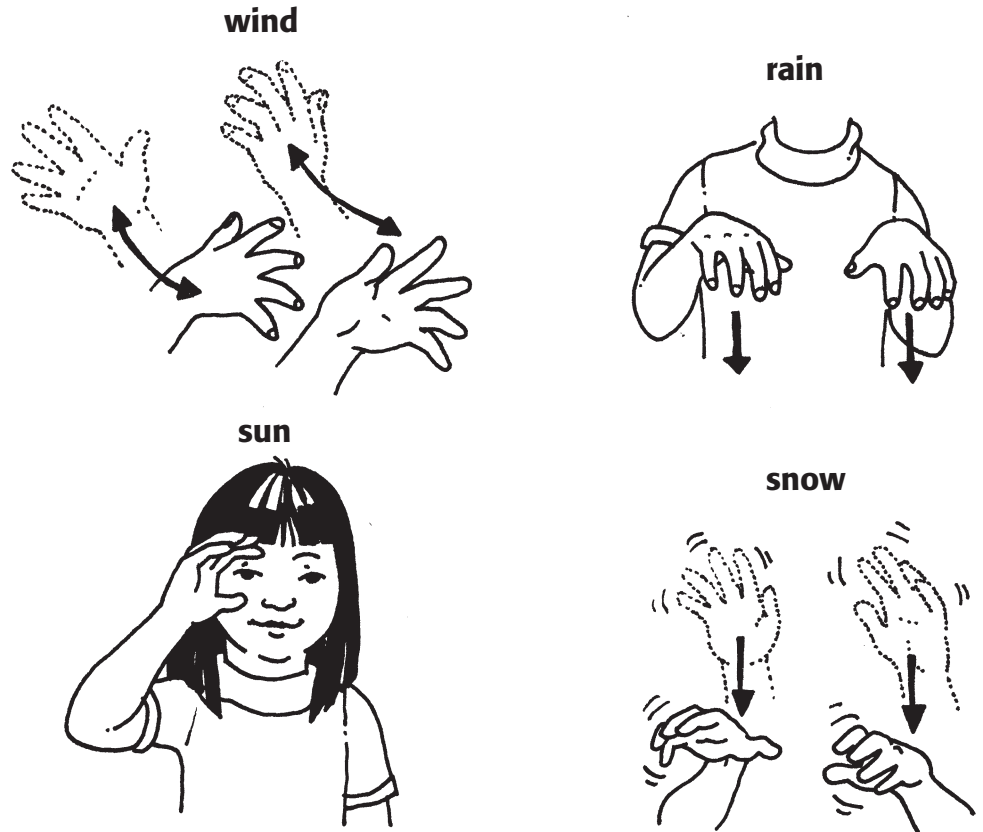
### Materials

- pictures or line drawings to show rain, sun, wind, and snow
- seasonal objects (sunglasses, umbrella, kite, mittens, etc.)

## Signs of the Seasons

Tell your child that JT Gator loves to learn to speak all kinds of languages—especially sign language. Say: *He wants you to learn some signs, too!*

- Display four pictures that depict four kinds of seasonal weather: *rain* for spring, *sun* for summer, *wind* for fall, and *snow* for winter.
- Point to each picture as you identify it. Teach your child to sign each word.



- Sign each word again, and ask your child to identify it. Repeat until your child can comfortably identify and sign with you.
- Then place weather-related objects on a table. Identify each object. Invite your child to select an object, name it, and sign the corresponding weather word. For example, for mittens, your child will sign *snow*.
- You might want to incorporate signing whenever you talk about the weather.
- Share a book with a weather-related theme, such as:

*Rain, Drop, Splash* by Alvin Tresselt

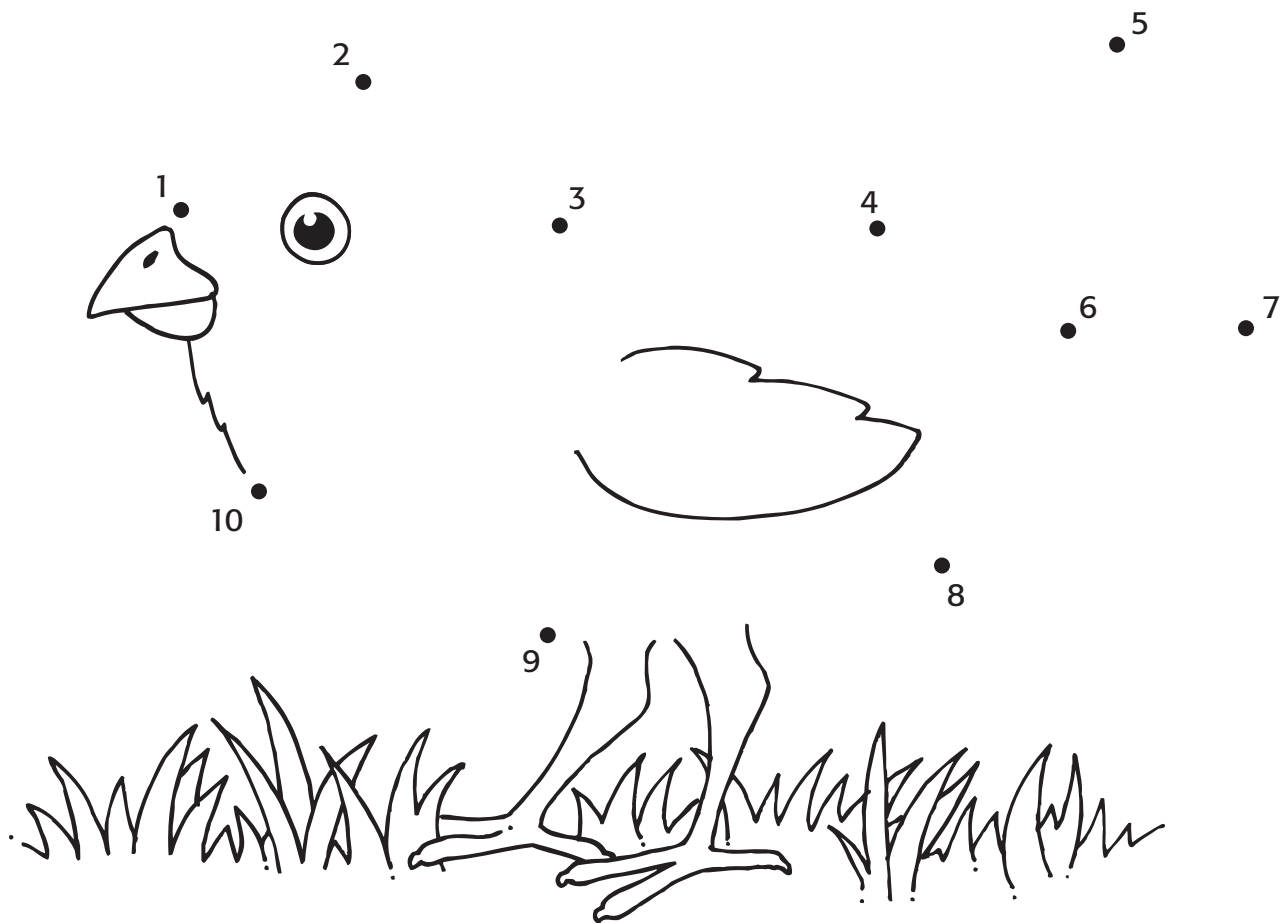
*Snow* by Uri Shulevitz

Each time a weather word is read in the story, have your child sign it.

Name \_\_\_\_\_

# Number Hunt

Draw lines to connect the dots from 1 to 10.  
What did you find? Color your picture.



Investigation: Sensational Seasons/Part 1

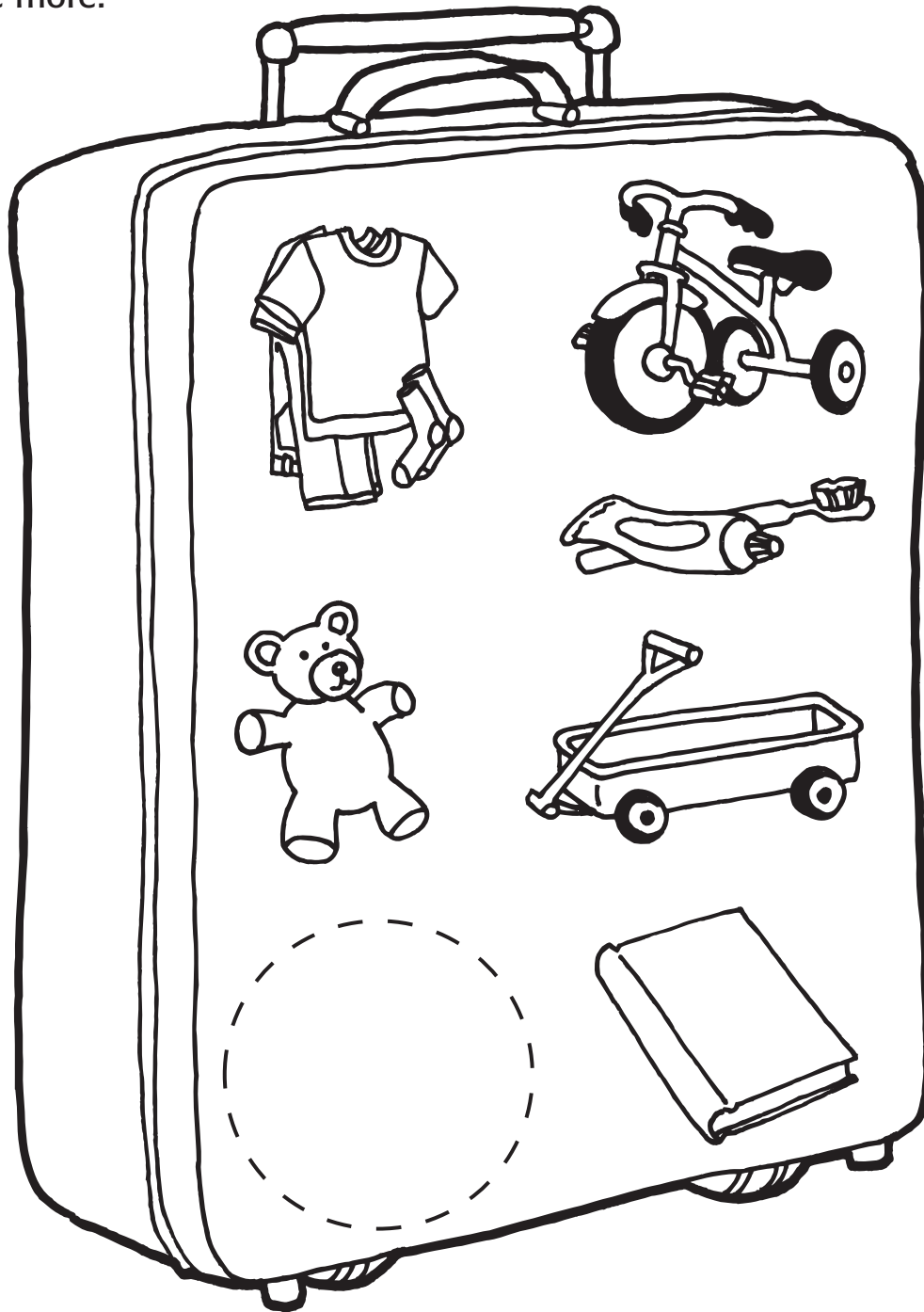
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Name \_\_\_\_\_

# Going on a Trip

Circle the things you would pack in a suitcase.  
Draw one more.



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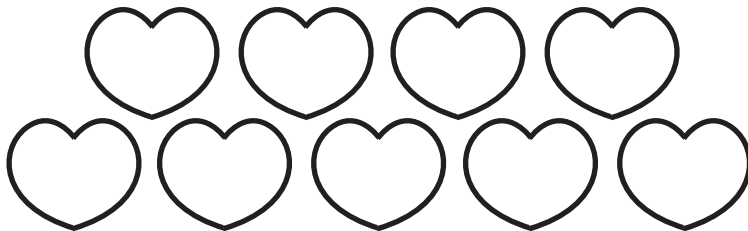
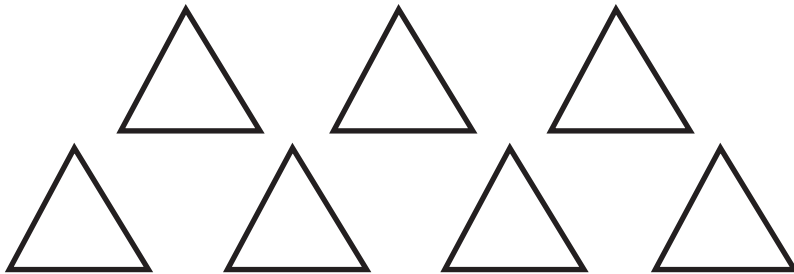
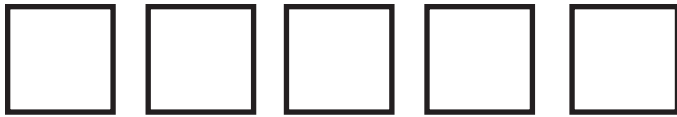
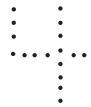
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Name \_\_\_\_\_

# Add One More

Count the number in each row. Draw one more.  
Count again, and write the number.



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