



The InvestiGator Club™ Prekindergarten Learning System

# Investigation

PARENT'S  
EDITION

Integrated Activities for Exploring, Experimenting,  
and Making Discoveries

# Sensational Seasons



THE EARLY CHILDHOOD COMPANY™

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

## Part 4 Spring Has Sprung

Remind your child that he or she has been learning about the four seasons—fall, winter, spring, and summer. He or she has already learned about summer, fall, and winter, and now spring begins. Tell your child: *During this Investigation, we will learn all about the season called spring. We will discover how the warmer weather and spring rains bring nature to life again. So let's start investigating spring!*

### Oral Language/Science/ Music

*Your child recognizes signs that spring has sprung.*

#### Materials

- green construction-paper leaves
- drawing paper
- markers
- tape

### All About Spring

Beforehand cut small leaves from green construction paper. Draw a barren tree in the center of a sheet of paper.

- Ask your child to help you attach the leaves to the branches of the tree using tape.
- Explain: *When Dilly and the other InvestiGators walked in Circle Forest to their clubhouse, they noticed changes. They saw leaves growing on the trees. They saw flowers blooming and grass growing. They saw bugs and bees and birds building nests. They knew that spring had finally come.*
- Ask your child to tell about springtime. List the ideas on the paper around the tree. Guide your child by asking questions such as: *What animals do you see in spring? What plants do you see? What clothes do you wear? What is the weather like?*
- Teach a song about spring to the tune of "The Farmer in the Dell." Hold hands and circle around while singing. When the last line in each verse is sung, stop and jump up and down as you sing the cheer.

*The leaves are on the trees.*

*The grass is turning green.*

*Spring is here, let's give a cheer!*

*Hip, hip, hooray for spring!*

*Flowers we can see.*

*Here come the bugs and bees.*

*Spring is here, let's give a cheer!*

*Hip, hip, hooray for spring!*

- Look for the signs of spring in the following books:

*The Boy Who Didn't Believe in Spring* by Lucille Clifton (also available in Spanish)

*Spring* by Ron Hirschi

**Mathematics/Oral  
Language/Movement/Fine  
Motor Skills**

*Help your child learn about the concept of one-half while investigating butterflies.*

**Materials**

- pictures of butterflies
- wallpaper or decorative paper
- scissors
- tape
- recorded music
- [Butterfly Matchup Activity Sheet](#)

## Butterfly Matchup

Beforehand cut large butterfly shapes from wallpaper or various sheets of decorative paper. Use a different color or pattern for each butterfly. Cut each shape in half to use for a matching game.

- Explain that some of Bruno Buzzbee's neighbors are butterflies. They come in many pretty colors and can be seen fluttering in a garden. Show pictures of butterflies to show how one half is the same as the other half.
- Use one of the butterfly cutouts to demonstrate the concept of one-half. Show each half of the butterfly. Then put the halves together to make one butterfly.
- Ask your child for help to put together the two halves of all the butterflies. Point to a butterfly half. Ask: *What colors or shapes do you see in your butterfly half?* Then display the matching halves on a table. Have your child find the other half of the same butterfly. Repeat for the others, and use tape to put the butterflies together.
- Play music such as "Madame Butterfly." Have your child choose two favorite butterflies, one for each hand, and flutter around the room with them to create a butterfly dance.
- Print the [Butterfly Matchup Activity Sheet](#). Have your child color each butterfly. Remind him or her that each half looks the same. Then use the butterfly cards to play a game. Cut out the four playing cards and cut them in half along the dotted lines. The game cards can then be mixed and matched or used to play "Concentration."



Create butterflies that are good enough to eat.

### Materials

- candy orange slices
- small pretzels
- canned frosting and small candies (optional)

photos © Corel (orange) and © Comstock Images (pretzels)



# Yummy Butterflies

Cut a slit in each side of an orange slice candy for your child. Prepare two or more for your child or make treats for the whole family. Two small pretzels and one orange slice will be needed for each butterfly.

- Explain: *Bruno Buzzbee likes a sweet treat. He has a recipe that is just right for you! Do you want to make yummy butterflies?*
- Have your child count the number of orange slices and small pretzels he or she will need to make the correct number of butterflies.
- Show your child how to press a pretzel into a slit on the orange slice to make each wing.
- As an option, your child can decorate the pretzel “wings” using assorted small candies and frosting.
- Remind your child that sweets are once-in-a-while foods and should not be eaten every day.
- While enjoying this snack, you might enjoy a story too, such as:

*I Wish I Were a Butterfly* by James Howe

*Waiting for Wings* by Lois Ehlert

**Oral Language/  
Mathematics/Fine Motor  
Skills**

*Who's ready to learn a counting rhyme about six little birds?*

**Materials**

- bird pictures or stickers
- drawing paper
- markers

# Six Little Birds

Tell your child that JT Gator and Chuck Wood were having a contest. They wanted to see who could count the most birds. JT counted four birds. (Place four bird pictures or stickers in the center of a table.) Chuck counted five birds. (Place five bird pictures or stickers down.) Ask: *Who counted the most birds, JT or Chuck?*

- Tell your child he or she will learn a counting rhyme about little birds. Place six bird pictures or stickers in the center of the table.
- Recite the following rhyme. Each time your child hears the words *little bird*, tell him or her to pick up one of the bird pictures or stickers.

*The first little bird is sitting in the tree.*

*The next little bird is looking down at me.*

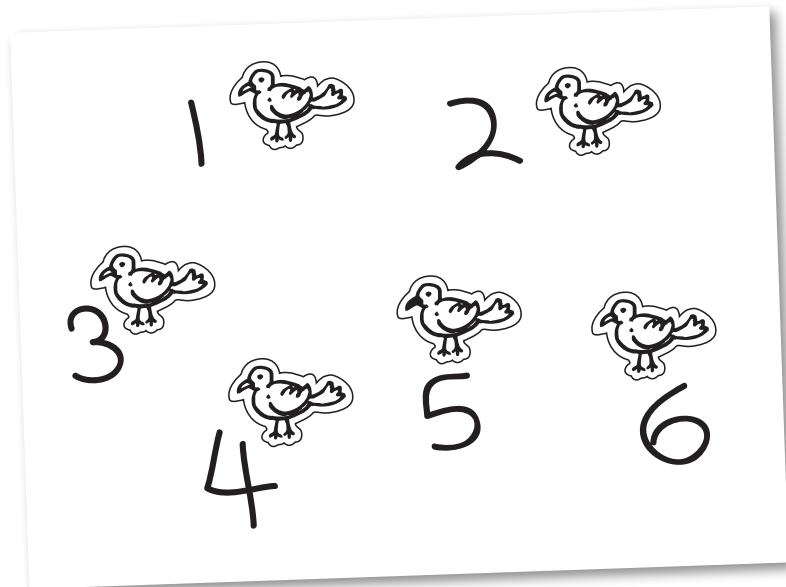
*I see a little bird fly to the garden gate.*

*Another little bird wants a worm but is too late.*

*Then I see a little bird sit on a branch to rest.*

*The last little bird flies back to its nest.*

- Ask your child to count the number of little birds he or she has. Point out that he or she has counted more birds than either JT or Chuck Wood!
- Provide your child with a sheet of drawing paper. Then recite the rhyme again, inviting your child to stick one bird on the paper each time the words *little bird* are said.
- Help your child use a marker to number the little birds with numerals 1 to 6.



Put on your bird-watching spectacles to look for likenesses and differences in birds.

### Materials

- two identical sets of colored bird pictures
- bird-watching spectacles
- [Be a Bird Watcher Activity Sheet](#)

# Bird-Watching

Beforehand place one set of bird pictures around the room. Create a pair of bird-watching spectacles from super-sized glasses or an old pair of sunglasses with the lenses removed. Add a feather on each side of the frame.

- Explain: *Dilly and Rosalita like to go bird-watching together. They see seagulls on Triangle Beach where Dilly lives. They see sparrows and pigeons in City Square where Rosalita lives. And they see bluebirds, robins, and redbirds in Circle Forest where their clubhouse is. Let's see what birds you can see today.*
- Talk about why people go bird-watching.
- Then show the second set of pictures on a table. Ask your child to name characteristics they see, such as color, size, or beak shape.
- Have your child put on the bird-watching spectacles to search for birds that match. When a bird is found, have your child bring it to the table and place it next to its match.
- When all the birds have been found, ask your child to sort the pictures by beak shape, foot shape, type, color, or size. Ask about each group: *Why do these birds go together?*
- Print the [Be a Bird Watcher Activity Sheet](#). Help your child fill in the chart by watching for birds each day for three days. Count the number of birds seen and record it on the chart by placing a mark for each bird. Then together count and write the number of marks for each day.
- Look for these bird books in your library:
  - What Makes a Bird a Bird?* by May Garelick
  - Feathers for Lunch* by Lois Ehlert



Reinforce number recognition by putting together flower puzzles and making edible flowers.

### Materials

- sheets of paper (heavy stock) or large index cards
- construction paper
- scissors
- markers
- flower-shaped cookie cutters
- slices of cheese
- round crackers
- grapes (sliced in half)
- paper plates

## Build-a-Flower Puzzles

Beforehand prepare ten puzzle boards by drawing a circle for a flower center and a line for a stem in the center of each card. Add a leaf to each side of the stem. Write a numeral from 1 to 10 inside each of the circles. Cut several flower petals from construction paper to use with the puzzles.

- Introduce the puzzles to your child: *Dilly planted a flower garden, and Bruno Buzzbee helped her. It's time for her flowers to bloom, but Dilly needs your help.*
- Demonstrate how the flower puzzles are to be put together. Take one puzzle board, and point to the numeral in the center. Ask your child to name the numeral. Then count together the same number of petals. Have your child watch as you place the petals on the board around the center.
- Have your child take a number board and do the same. Check completed puzzles by counting aloud the number of petals.



- After working with the puzzles, celebrate with a treat by making edible flowers.
- Have your child count out three crackers and three grape slices. Use a flower-shaped cookie cutter to cut three cheese shapes. Then top each cracker with the cheese and the grape slice and enjoy. You might want to make flower snacks for the entire family!

Teach the importance of recycling and conservation as you celebrate Earth Day.

### Materials

- blanket
- recyclable items (paper products, plastic products, cans)
- three large cartons or bins (for recycling)
- paper
- marker

# Save the Earth

Celebrate Earth Day in a special way by helping your child and other family members become aware of the importance of their environment. Say: *All the members of the InvestiGator Club take special care of the places where they live and play—the beach, the city, and the forest—and you should too!*

- Go outside with a blanket. Sit in a grassy area with your child. Invite other family members to join you. Ask: *How does it feel to sit on the ground? Look around. Name something beautiful you see.*
- Talk about ways we take care of Earth. Include keeping it clean, protecting it, using only what we need, and reusing things we can.
- Then together create your own recycling bins. You will need three cartons or containers. Put a label on each bin: *paper, plastic, metal*. Then begin by placing clean recyclable materials into the bins.
- Sing the following recycling song to the tune of “She’ll Be Comin’ Round the Mountain.”

*We will save all the paper, yes, we will!*

*We will save all the paper, yes, we will!*

*We will help to save our Earth, if we put it in the bin.*

*We will help to save our Earth, if we pitch in.*

*We will save all the plastic, yes, we will...*

*We will save all the metal, yes, we will...*

- Remind all family members to recycle materials used every day. You might want to make a graph on a large sheet of paper. Each time someone recycles something, have him or her place a tally mark on the graph. At the end of the week, count the number of times your family recycled.

SAVE THE EARTH—RECYCLE!	
PAPER	///
PLASTIC	///
METAL	///

- To promote recycling through art activities, your child might enjoy doing special projects. Look for these resources in your library:

*Ecoart!: Earth-Friendly Art and Crafts Experiences for 3- to 9-Year-Olds*  
by Laurie Carlson

*Good Earth Art* by MaryAnn Kohl and Cindy Gainer

Your child will learn just how long an inchworm is and use an inch to measure other items.

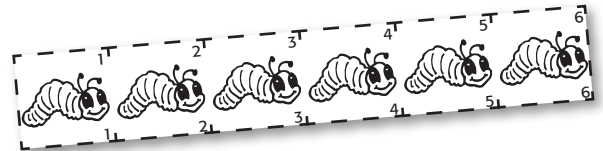
### Materials

- [Inchworm Measurements Activity Sheet](#)
- ruler and measuring tape
- construction paper
- glue
- marker

# Inchworm Measurements

Beforehand make an inchworm ruler for your child. Print the [Inchworm Measurements Activity Sheet](#). Cut apart the ruler and glue it to construction paper.

- Show your child a ruler and a measuring tape. Say: *This ruler and this measuring tape are just like the ones Chuck Wood uses to measure with when he builds things. Today we are going to use something different to measure with. It's an inchworm!* Show your child the inchworm ruler. Have him or her look at one of the worms to get an idea of how long one inchworm is.
- Give your child the inchworm ruler. Say: *Let's count how long this ruler is by counting the number of inchworms.* Lead your child to see that it is six inchworms long.



- Demonstrate how to place the ruler next to an item and count the inchworms to see how long it is. Then ask: *Is it shorter than six inchworms? Is it longer than six inchworms?*
- Have your child go about the room measuring things and report what he or she measured and if the item was shorter than or longer than six inchworms. Encourage your child to count the exact number of inches. Help to record the names of things measured on the activity sheet.
- Look for *Inch by Inch* by Leo Lionni in your library.

*How many bugs can you count? Find out as your child plays a card game and recites a finger rhyme.*

### **Materials**

- index cards
- bug and flower stickers
- paper
- marker

# Counting Bugs

Beforehand make one or more sets of counting bug playing cards. On one side of each index card, place one to ten bug stickers. Add a few flower stickers as well. On the flip side of each card write the numeral showing the number of bugs pictured on the card. Make one card for each numeral.

- Explain to your child that Bruno Buzzbee is a bee, which is a kind of bug. Ask your child to tell you what he or she knows about bugs or insects. (three body parts, six legs, antennae, and some have wings)
- Discuss different ways bugs move and the kinds of bugs your child knows. You might want to record a list of bug names as they are named.
- Introduce the card game. Show how on one side of each card there are pictures of bugs and flowers. Tell your child to find and count only the bugs. To check, the card can be turned over to see the numeral.
- Teach your child the following finger rhyme about counting bugs. Show how to hold up five fingers as you recite and put down one finger each time a bug goes away.

*Five little bugs running on the floor.*

*One flew away, and then there were four.*

*Four little bugs climb up a tree.*

*One ran down again, and then there were three.*

*Three little bugs found a leaf to chew.*

*One was full, and then there were two.*

*Two little bugs went in the grass to run.*

*One got tired, and then there was one.*

*One little bug resting in the sun.*

*She went home, and then there were none.*

- Share a book about bugs with your child, such as:

*The Grouchy Ladybug* by Eric Carle

*The Very Quiet Cricket* by Eric Carle

*Old Black Fly* by Jim Aylesworth



Review the names of body parts while participating in an action rhyme.

### Materials

- colored blocks

# Bumble Bee!

Remind your child that Bruno Buzzbee is a little bee. He is one of the InvestiGators, and he lives in a hive and knows how to make honey. Point out that we usually stay away from bees because they can sting us.

- Review the body parts *head*, *nose*, *arms*, and *toes* with your child. As you say each word, have your child point to each part. Then teach the following action rhyme. Have your child imitate your actions and join in when able.

*Bumble bee, bumble bee*

*Buzzing 'round the tree.* (Trace one finger in the air as if a bee flying.)

*Bumble bee, bumble bee,*

*Don't sting me!* (Shake one finger back and forth and shake head "no.")

*Shoo! from my head.* (Cover head with hands.)

*Shoo! from my nose.* (Cover nose with hands.)

*Shoo! from my arms.* (Cross arms.)

*Shoo! from my toes.* (Cover toes with hands.)

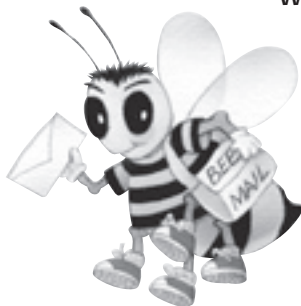
*Bumble bee, bumble bee!*

*Fly away home.* (Wave.)

*Bumble bee, bumble bee,*

*Leave me alone!* (Point to self.)

- Focus on rhyming words. Give your child three blocks, two of one color and one of another color. Say the two words *bee* and *see*. Show that the two words rhyme, or end the same, by placing together two blocks that are the same color as you repeat the words: *bee, see*. Repeat with the words *bee* and *sting*. Show that the words do not rhyme by placing together two blocks of different colors as you repeat the words: *bee, sting*. Continue by having your child use blocks to say and respond to word pairs: *tree/bee, head/nose, nose/toes, fly/arms, bee/me*.



*bee*

*me*

*see*

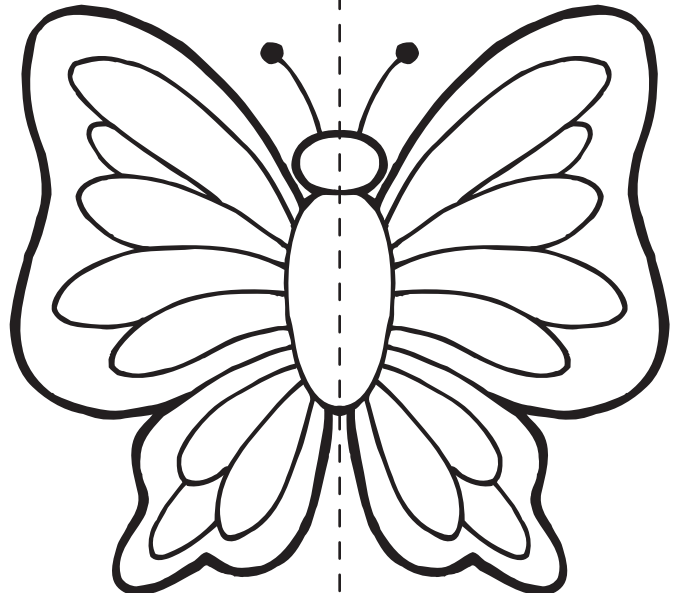
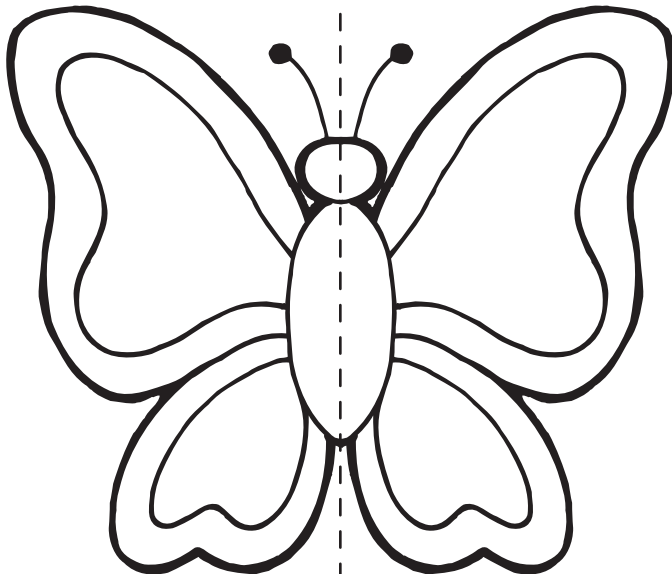
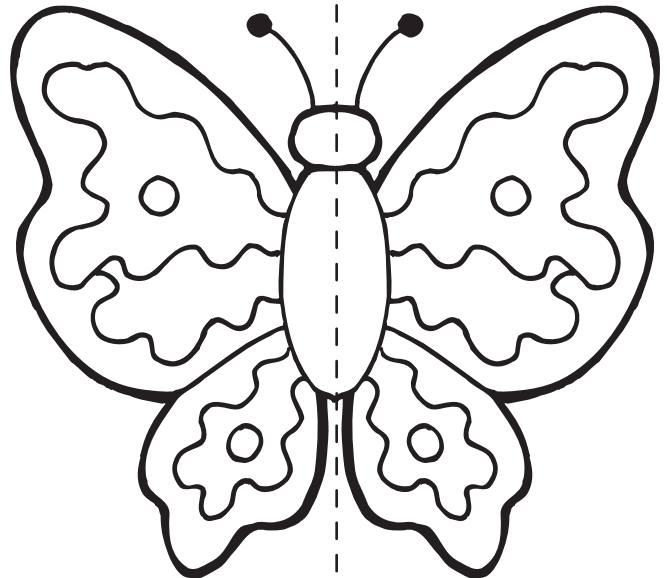
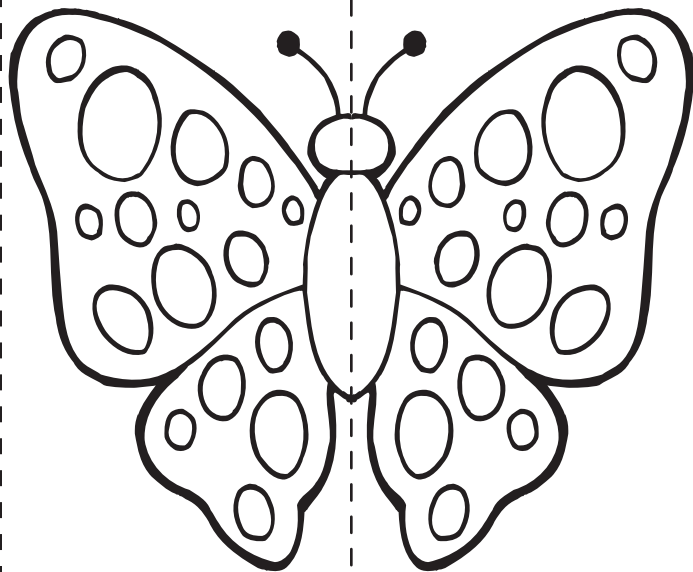
*tree*

Name \_\_\_\_\_

# Butterfly Matchup

Color each butterfly.

Cut apart the cards to play a matching game.



Investigation: Sensational Seasons/Part 4

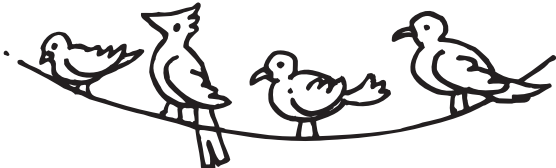
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Name \_\_\_\_\_

# Be a Bird Watcher

Watch for birds each day. Put an X for each bird you see.  
Write the number for each day.

	<b>Birds I See</b>	<b>Total</b>
<b>Monday</b>		
<b>Tuesday</b>		
<b>Wednesday</b>		

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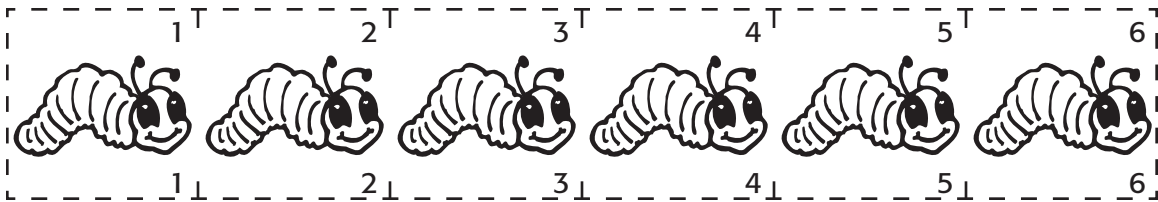


Name \_\_\_\_\_

# Inchworm Measurements

Cut out the measuring stick. Use it to measure things in the room.  
List things that are shorter or longer than six inchworms.

<b>SHORTER THAN SIX INCHWORMS</b>	<b>LONGER THAN SIX INCHWORMS</b>



Investigation: Sensational Seasons/Part 4

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