Investigations
TEACHER’S EDITION
Integrated Activities for Exploring, Experimenting, and Making Discoveries

Marvelous Me!

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Contents

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

I Can Bend and Move .................................................. 1
Make a Texture Book ................................................... 3
Taste Buddies ............................................................. 4
Sniff and Tell ............................................................. 5
Sounds All Around Me .................................................. 6
Take a Closer Look ....................................................... 8
My Five Senses ............................................................ 9
Dance to the Music ....................................................... 9
We Can Use Sign Language .......................................... 10
To introduce Marvelous Me!, remind children that they are members of The InvestiGator Club®. Explain that InvestiGators are good listeners and explorers and like to learn new things just like Dilly Gator and her friends.

Then tell children: **During this Investigation, we will learn all about the parts of our bodies that help us bend and move. We will find out what our five senses are and how we use them to make new discoveries. Who is ready to start investigating?**

### I Can Bend and Move

Tell children that every day the InvestiGators are on the move as they investigate and play. They hardly ever sit still! Invite children to stand and form a circle. Teach body awareness by naming and touching each part of the body and having children 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 children respond by moving their body parts:*

- **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.**

**Objectives**

- Understand and follow directions.
- Develop awareness of name, location, and relationship of body parts.
- Move and dance to music.
- Interact with adults effectively.

**Materials**

- *Dilly’s Music and Movement CD*
• Play the action song “Head, Shoulders, Knees, and Toes” (Track 8) on the CD. Have children 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!
Make a Texture Book

Tell children 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: **One special thing we do with our hands is to use our fingers to discover how something feels. This is called our sense of touch.** Work with small groups to investigate a collection of textured items and use descriptive words to talk about how they feel.

• Set out a collection of textured items. Include a few samples of each type of texture so children can compare and group objects. Items can feel smooth, soft, rough, prickly, fuzzy, silky, bumpy, and so on.

• Encourage children to feel each of the objects and talk about what they notice. Help children choose words: **This one feels fuzzy. Can you find another one that is fuzzy?**

• Help children sort and group the items that feel the same. As children sort, ask: **Why do you think this one goes in this pile?** The process can be repeated with other small groups.

• Then work together to create a texture book, attaching items with the same texture to sheets of tagboard. Talk about a word that describes how the items feel and label the page while children watch. Then point to and read the word. For example: **Fuzzy.** Continue by saying: **We have three fuzzy things on this page. What are they?** Repeat for each page.

• Punch holes in the pages and bind them together using yarn.

• Read the texture book together. Children might want to select one category and investigate other objects in the classroom that have the same texture.

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**Objectives**
- Sort objects according to one or two attributes.
- Observe and describe.

**Materials**
- variety of textured materials (netting, fake fur, felt, silk, cork, bark, sponge, cotton balls, velvet, foil, sandpaper, burlap, dried leaves, etc.)
- tagboard
- marker
- yarn
- hole punch
- glue or tape
Prepare in advance paper plates with samples of foods that are bitter, salty, sweet, and sour. Use the words to help children describe foods they taste.

**Safety note:** Check for food allergies before serving any food items to children.

**Objective**
- Collect, describe, and record information through discussions, drawings, maps, or charts.

**Materials**
- paper plate for each child
- foods that are bitter, salty, sweet, and sour (radishes, unsweetened cocoa, pretzels, popcorn, raisins, strawberries, lemons, pickles, etc.)
- unbreakable hand mirrors
- chart paper, marker

**ELL**
Encourage English language learners to use the four key “taste” words bitter, salty, sweet, and sour and to add to their descriptive language with gestures.
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 children that Dilly loves to smell the flowers in her garden. The lilacs are her favorite. All the InvestiGators know when Bruno Buzzbee is baking honey cake. They can smell it all over Circle Forest!

- Have children close their eyes as you spray air freshener in the air. As children open their eyes, ask: What do you smell? Explain how we use our noses to sense how something smells. Invite children to name things they smell each day.

- Use pairs of cotton balls soaked with peppermint, vanilla, and cinnamon extracts. Put each in a separate container.

- Hold up one of the peppermint containers. Model how to smell what is inside by placing it close to your nose and sniffing. Let each child sniff and then pass the container. Talk about how it smells: This smells fresh and sweet. It smells like a candy cane. Encourage children to use their own describing words.

- Introduce the other containers. Have children find two scents that match. Identify the scents for them.

- Allow children to look at the picture on the bottom of the container to see what each scent is, or let children open the containers to see the items.

- Place the containers in the classroom for further exploration. Children might want to group the scents into ones they like and dislike.

### Objectives
- Observe and describe.
- Use senses, simple tools, and measuring devices to gather information.

### Materials
- small plastic containers with lids
- cotton balls with vanilla, peppermint, and cinnamon extracts
- pictures to match scents
- glue
- citrus or floral spray air freshener
Chirp!

Sounds All Around Me

Introduce sounds by saying: If you are walking along Triangle Beach, you just might hear the sound of JT Gator’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 children to shout and then whisper: Sounds are all around me!

- Tell children they will go on a listening walk outdoors. Prepare children for taking their walk outdoors 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 children 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 children describe.

- Once inside again, talk about the sounds that were heard. List each on chart 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:

<table>
<thead>
<tr>
<th>Loud Sounds</th>
<th>Soft Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>truck</td>
<td>bird</td>
</tr>
<tr>
<td>dog</td>
<td>wind</td>
</tr>
<tr>
<td>police siren</td>
<td>mouse</td>
</tr>
</tbody>
</table>

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

Objectives
- Identify environmental sounds.
- Collect, describe, and record information through discussions, drawings, maps, or charts.
- Observe changes in sound.
- Participate in various musical activities.
- Demonstrate visual and auditory ability.

Materials
- notebook, pen or pencil
- chart paper, marker

Marvelous Me!
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 trunk 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 heard 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!
**Objectives**
- Use tools safely and appropriately.
- Discuss and draw.

**Materials**
- magnifying glasses
- pieces of thick plastic
- glasses frames with lenses removed
- unbreakable hand mirrors
- 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 children to describe things they see around the classroom. Tell children that 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 children can use their 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 children use magnifying glasses to examine various objects closely. Encourage them to talk about what they see using the lens. Children can draw pictures of what they discover.

Have children close their 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 each 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.

- Provide a pair of glasses with the lenses removed. Allow each child to try on the glasses and look in a mirror to see how he or she would look if he or she were wearing glasses. If any of the children wear glasses or have a visual impairment, encourage them to share with the class.

- Ask children 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.
Tell children 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 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.

- One at a time, hold up **Vocabulary Cards 9–12**. Ask children to name something they see, hear, taste, and smell as appropriate with each card. Allow time for each child to contribute a response.

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**My Five Senses**

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**Dance to the Music**

Remind children 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: **Each one of you is special. One special thing you can do is move to music. So let’s dance!**

- Let each child select three different colors of streamers. Tape them together so children can use them to enhance their dance movements.
- Have children stand in a circle to begin. Encourage children who have trouble standing to perform movements they are able to do.
- Play recorded music so children can move about and create their own dance movements. Include music of varying tempos for them to experience.
Tell children that the InvestiGators like to play charades. They take turns doing different movements without saying any words. The other characters guess what they are pretending to do. Ask: Have you ever played charades? Tell me about it.

- Talk with children about ways we can talk without using words. Explain that this is called **pantomime**. Pantomime an activity such as brushing your teeth. Have children guess what you are doing. Then invite children to pantomime actions for the others 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 children 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 children sign yes.

- Teach children the sign for no. Say: To sign no, we make our thumb and two fingers meet like pinching. Demonstrate and have children sign no.

- Ask questions about ideas children have learned during the Marvelous Me! Investigation. Have them 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?

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**Objectives**
- Understand and use language to communicate.
- Know the five senses.