

The InvestiGator Club™

Get Ready for
Kindergarten!



**TEACHER GUIDE
SAMPLER**

The InvestiGator Club

Get Ready for Kindergarten!

Teacher Guide

Program Authors

Joellyn Cicciarelli and Beth Alley Wise

Senior Program Advisors

Drs. Sharon Landesman Ramey
and Craig T. Ramey

Program Advisors

Dr. Timothy Shanahan,
Dr. Lynn Hartle, Sarah Sprinkel

Program Consultants

Lucille V. Barrera, Dr. Denise Bennerson,
Dorothy Creegan, Dr. Sandra Mercuri



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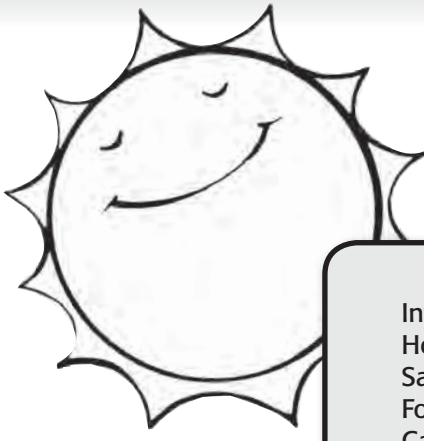
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Acknowledgments appear in the back of this book.

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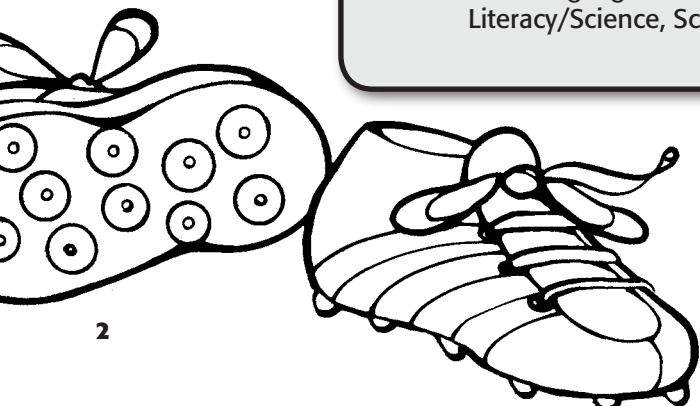
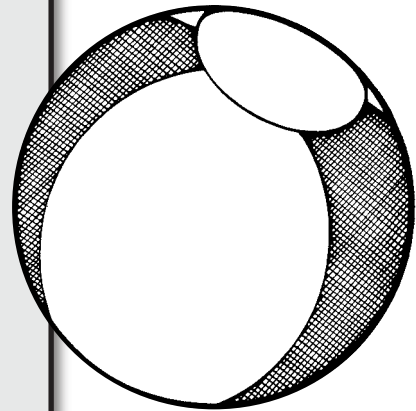
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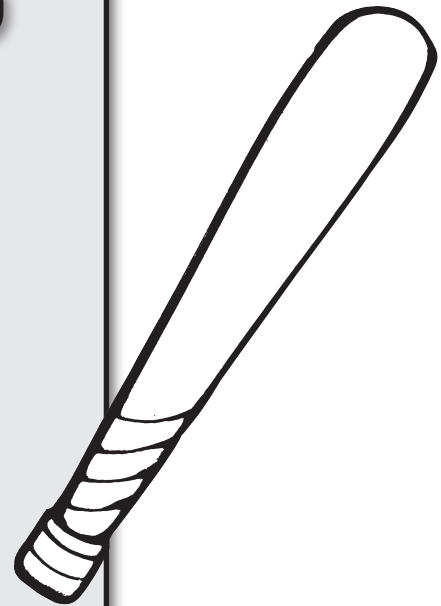


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Your Schedule, Your Way

Summer programs are as unique and diverse as the teachers and children who attend. Some programs are full-day and others are half-day. The InvestiGator Club recognizes these differences. Consult the following sample schedules and find the schedule that most closely matches a day in your program. Plan your days in a similar fashion. If your program goes beyond 20 days, consult page 11.

Sample Whole-Day Schedule

8:00–8:20	Arrival/Transition
8:20–8:40	Opening Campfire
8:40–9:00	Phonological Awareness
9:00–9:20	Alphabet Knowledge
9:20–9:40	Outdoor Play
9:40–10:00	Clean Up and Snack
10:00–10:40	Small Group Instruction and Learning Centers
10:40–11:00	Clean Up and Transition
11:00–11:30	Lunch
11:30–12:30	Rest
12:30–1:15	Whole Group Instruction
1:15–1:45	Whole Group Instruction
1:45–2:00	Clean Up and Transition
2:00–2:20	Outdoor Play
2:20–2:40	Closing Campfire
2:45	Dismissal

Sample Half-Day Schedule

8:00–8:10	Arrival/Transition
8:10–8:30	Opening Campfire
8:30–8:45	Phonological Awareness
8:45–9:00	Alphabet Knowledge
9:00–9:20	Clean Up and Snack
9:20–10:00	Small Group Instruction and Learning Centers
10:00–10:30	Whole Group Instruction
10:30–11:00	Whole Group Instruction
11:00–11:10	Outdoor Play
11:10–11:30	Closing Campfire



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Reading, Writing, Math, Science

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Closing Campfire, p. 39

Health/Safety (Outdoor Option)

Have children rotate through Learning Centers each day while you meet with small groups.

Spanish Vocabulary



name
nombre
dictionary
diccionario

Reading Center

Picture Dictionary

Create a picture dictionary with each child's name and photograph in an album, arranged in alphabetical order. Then write each child's name on an index card. Invite children to read the dictionary and find their picture. Have children match the name cards to the names in the dictionary. Ask each child to draw himself or herself.

Objectives

- Show awareness of print in various settings.
- Notice beginning letters in familiar words.
- Associate certain pictures with their labels.

Materials

- index cards
- markers
- tagboard
- photograph of each child
- photo album



Writing Center

That's My Name!

When children come to the Writing Center, they discover a box filled with magnetic letters, their name cards, and cookie sheets. Explain to children how to make and trace their names using the letters and a cookie sheet. Some children may want to use the letters to form the names of their classmates.

Objectives

- Trace and write letters.
- Recognize that letters are grouped to form words.
- Match and sort letters.

Materials

- box filled with magnetic letters
- name cards
- cookie sheets



Spanish Vocabulary



letter
letra
name
nombre

Assessment



Note children who can create their names without looking at a name card.

Math Center

Guess My Direction

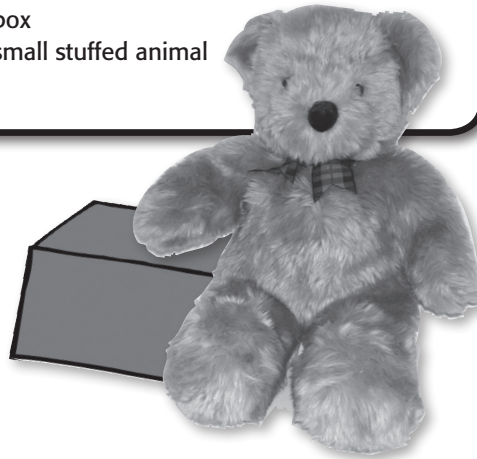
Place a box and a small stuffed animal in the Math Center. Have children work in pairs to play a game. Have one child place the animal and the box in a unique arrangement and ask their partner a direct question such as: **Is the bear inside the box or outside the box? in front of the box or behind the box? under the box or on top of the box?** Challenge children to take turns arranging the props and using direction words.

Objectives

- Understand order and positions of objects.
- ELL: Speak in English.

Materials

- box
- small stuffed animal



Spanish Vocabulary



inside
adentro
outside
afuera
in front of
en frente de
behind
detrás

Research



According to a joint position statement by NAEYC and NCTM, teachers should use practices that strengthen children's problem-solving and reasoning processes as well as representing, communicating, and connecting mathematical ideas.

Science Center

Moving Water with a Sponge

Place two small containers in the water table or in a tub. Fill one with water. Provide a sponge that fits into the container. Have children move the water from one container to the other by soaking up water with the sponge and then squeezing it into the second container. Before starting, have children predict how many times they will do this before all the water has been moved. Have them write tally marks on a chart or have an adult helper write a numeral for children as they dictate. When finished, have children record how many times it took and compare the two amounts. Place different kinds of sponges in the center for children to investigate which work best.

Objectives

- Observe and discuss properties of objects, materials, and organisms.
- Develop strength, dexterity, and control using tools.
- Collect, describe, and record information through discussions, drawings, maps, or charts.

Materials

- 2 small containers
- water table or tub
- variety of sponges
- recording chart
- pencil or marker

Spanish Vocabulary



water
agua
sponge
esponja

Open Camp

Open your program by introducing children to Dilly and her friends.

Objectives

- Listen for different purposes.
- ELL: Listen to and understand English.
- Discuss topics, ideas, and tasks.

Materials

- Dilly and Friends Puppets

Set the Stage

Tell children that during the next few weeks, they will be learning and having fun with some special characters. Together, they will attend Camp InvestiGator, investigate the world, and be members of The InvestiGator Club.

Get Started

Have the **Dilly Puppet** introduce children to the InvestiGator Club members: **Hi everyone! I'm Dilly Gator, and I started the InvestiGator Club. Here are the other InvestiGators—my brother JT Gator and my friends Rosalita Sausalita, Manny Salamander, Chuck Wood, and Bruno Buzzbee. And this is my Great Auntie Lu. She helps us.**

Encourage children to greet the puppets.

Introduce the Puppets

Hold up each puppet, one at a time. Use the ideas on this page to introduce each character and his or her unique qualities. As you discuss the characters, ask questions such as the following:

- **What do you like most about (Dilly)?**
- **How are you like (Dilly)? How are you different?**
- **If you could do one thing with (Dilly), what would it be?**

Pass the puppets so each child has a chance to hold each one.

Make Connections

Guide children to the area where you will meet for Opening and Closing Campfire. Explain: **This is our special "campfire." It's not a real campfire, but it's the place where we will meet to open and close each day. Let's sit around the campfire and get to know each other.** Encourage children to tell their names and name one thing that makes them unique.

Spanish Vocabulary

alligator
cocodrilo
cat
gato
salamander
salamandra
woodchuck
marmota
bee
abeja

ELL

Encourage children to name the type of animal each puppet is in their home language.

Meet The InvestiGators

Cordelia "Dilly" Gator®

Birthday: October 10
Home: Houseboat on Triangle Beach
My favorites: Science, exploring, reading, problem solving
Superpower: I can solve mysteries.



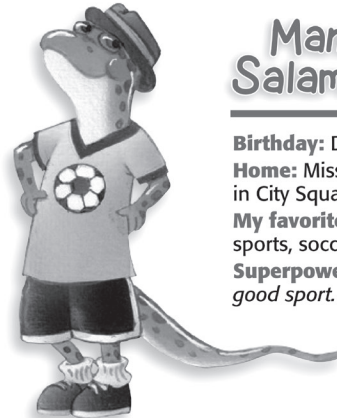
Great Auntie Lu®

Birthday: May 1
Home: Houseboat on Triangle Beach
My favorites: Painting, sculpting, telling stories, helping little InvestiGators
Superpower: I can create a masterpiece.



Rosalita Sausalita®

Birthday: March 21
Home: Miss Lilly's Pads in City Square
My favorites: Spanish, museums, fashion, ballet, pink, computers
Superpower: I can dance like the wind.



Manny Salamander®

Birthday: December 10
Home: Miss Lilly's Pads in City Square
My favorites: Health, sports, soccer, rapping
Superpower: I am a good sport.

Julio Tacito "JT" Gator®

Birthday: January 17
Home: Houseboat on Triangle Beach
My favorites: Music, the blues, playing the harmonica, traveling, languages
Superpower: I can cheer you up with a bouncy tune.



Chuck Wood®

Birthday: September 22
Home: Diggery Den in Circle Forest
My favorites: Math, superheroes, gadgets, tools, fixing things, health and safety
Superpower: I can fix everything, including hurt feelings!



Bruno Buzzbee®

Birthday: February 16
Home: An old tree stump in Circle Forest
My favorites: Writing, Internet, finding information, delivering Bee Mail
Superpower: I can learn about anything on Bruno's Buzz Network.



Spanish Vocabulary



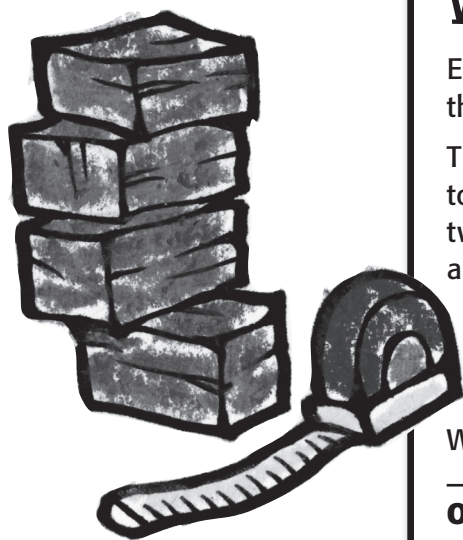
clues
pistas
investigate
investigar

Number of the Day

1

Today's number is one. Make some time today to guide children to complete one or more of the following activities:

- Count one new friend.
- Write the numeral 1 in sand or dirt with a shovel.
- Trace the numeral 1 in the air.
- Play a game using manipulatives and other materials and guides, such as the Investigate Math Guide.



Opening Campfire

Literacy: Gone Investigating

Choose the Let's Investigate! Investigation Flapboards and print the script for "Gone Investigating." Invite children to look at and talk about the illustrations and make predictions as you show each Flapboard. Point to important objects on the illustrations and introduce vocabulary words. Use the English or Spanish script to tell the story as children view the Flapboards and respond interactively before and after the Flaps are opened with the magnifying glass.

Objectives

- Understand that illustrations carry meaning but cannot be read.
- Ask questions and comment on information and events from a book.
- Appreciate repetitive language patterns.
- Identify plot.
- Identify events.

Materials

- Let's Investigate Investigation Flapboards and Script, "Gone Investigating"



Phonological Awareness

Which Ones Rhyme?

Explain that the words *truck/duck* and *nail/pail* rhyme. Have children say the words several times, listening for the rhyming sounds.

Then place a pile of blocks on the floor. Use a block to begin building a tower. Say three words, such as *truck/crane/duck*. Ask children to name the two words that rhyme. For each rhyming pair they identify, have a child add a block to the structure. Begin with these words:

door/roof/floor
bed/wall/hall
can/pan/paint

house/school/tool
bricks/sticks/rocks
frame/home/comb

When the tower gets too tall, gently knock it down and start again.

Objective

- Recognize rhymes.

Materials

- large building blocks

Alphabet Knowledge

Dilly's Alphabet Show

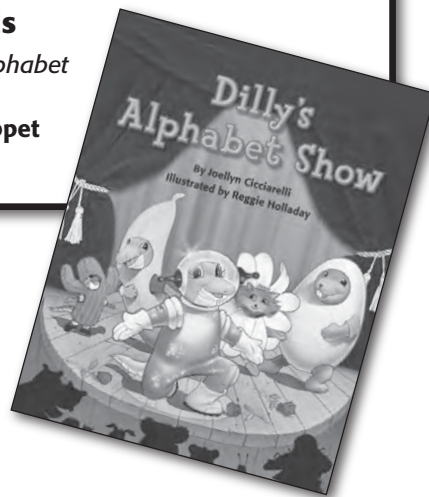
Take a picture walk through *Dilly's Alphabet Show*. Have the **Dilly Puppet** turn to page 4, point to herself in costume, and say: **Look at me. I'm an astronaut! See the letter A on my prop trunk? A stands for an absolutely amazing astronaut!** Continue your picture walk through the book, briefly introducing each letter. Then read aloud the book.

Objectives

- Know that letters of the alphabet are a special category of visual graphics.
- Identify characters.
- Make predictions.

Materials

- *Dilly's Alphabet Show*
- Dilly Puppet



Small Group

Math: More or Less

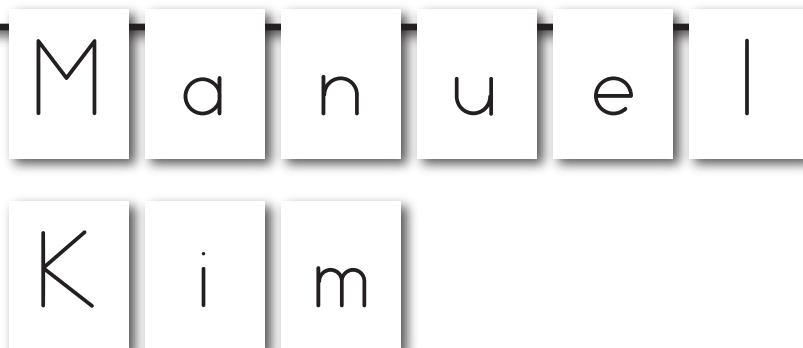
Use letter tiles to investigate *more* and *less*. Help children arrange their letter tiles to spell their names. Ask: **Who has the most letters in their name? Let's investigate!** Help children arrange the letter tiles in rows to make comparisons by matching tiles one to one with a partner. Then have the group graph the tiles from the longest name to the shortest. Help children make comparisons using the words *more* and *less*: **Manuel's name has more letters than Kim's name. This row of letters has less than that row.**

Objectives

- Compare numbers of objects using appropriate terms.
- Use one-to-one correspondence to match groups of objects.
- Use real and pictorial graphs.

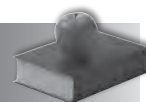
Materials

- sets of letter tiles



Spanish Vocabulary

more
más
less
menos

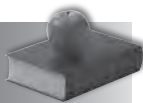


Transition Time

When you meet with a small group, have the rest of the children rotate through the Learning Centers (pp. 16–17).



Spanish Vocabulary



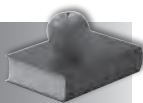
senses
sentidos
investigate
investigar

Assessment



Collect evidence of children's progress over a period of time. Periodically take photographs of children's exploration and record anecdotal notes of their responses to questions such as: **What did you notice about...? What happens when...?**

Spanish Vocabulary



graph
gráfica
more
más

Whole Group

Science: Investigation Station

Guide children to the Investigation Station as explained on pages 118–119. Explain that throughout camp children will learn about how investigators like Dilly find information. Discuss the materials and how they are used. Have children work in the station as they would in a Learning Center.

Objectives

- Participate in an investigation, think about it, and discuss what happened.
- Use simple tools to gather information.
- Ask questions.
- Use knowledge to solve problems.
- Discuss and draw.
- Know the five senses.

Materials

- seeing materials (found objects from nature, magnifying glasses)
- smelling materials (cotton balls soaked with different scented oils in plastic tubs with holes in the lids)
- touching materials (a variety of textured objects)
- listening materials (musical or sound-making toys)
- tasting materials (fresh fruit or vegetable chunks)

Whole Group

Math: A Living Graph

Ask: **Are there more girls or boys in our class? How can we find out?** Have children form a human graph to find out if their guess is correct. As children form two lines, have them match themselves one to one to discover which line has more. Repeat with other questions: **Are there more children wearing red or blue? Are there more children wearing sneakers or other shoes?**

Objectives

- Compare numbers of objects using appropriate terms.
- Use one-to-one correspondence to match groups of objects.
- Use patterns to predict what happens next.

Closing Campfire

Gross Motor Skills: Exercise Like Manny

As children come to the campfire, start doing jumping jacks and ask children to join in. Have the **Manny Puppet** join the group. Say: **Manny likes jumping jacks. In fact, he likes all kinds of exercise. What other kinds of exercises can you think of that we can do right here in this room?** (run in place, hop on one foot, touch your toes, do sit-ups, do push-ups, reach for the sky) As a group, perform each exercise for a few seconds as ideas are offered. After each exercise, choose the name of a child and have the puppet say: **(Sasha) can! Oh yes, she can!**

Objectives

- Participate in games, outdoor play, and exercise.
- Understand directional and positional words.

Materials

- Manny Puppet

Spanish Vocabulary

exercise
ejercicio



Daily Check Up

While you present each lesson, note the following:

- **Opening Campfire:** Can children discuss the Flapboard story?
- **Phonological Awareness:** Do children recognize rhymes?
- **Alphabet Knowledge:** Do children recognize any letters?
- **Small Group:** Do children understand *more* and *less*?
- **Whole Group 1:** Do children know the five senses?
- **Whole Group 2:** Can children recognize patterns?
- **Closing Campfire:** Can children coordinate their movements?

Record your observations as anecdotal notes.



Spanish Vocabulary



smoke
humo
low
bajo
crawl
arrastrarse

Number of the Day

2

Today's number is two. Make some time today to guide children to complete one or more of the following activities:

- Count two books.
- Find the numeral 2 in the classroom.
- Name two items that come in twos/pairs (mittens, socks, etc.).
- Play a game using manipulatives and other materials and guides, such as the Investigate Math Guide.

Opening Campfire

Health: Fire Safety

Discuss fire safety near campfires as well as in the home. Then teach children to stop, drop, and roll. Practice this skill many times. Teach children what to do if smoke fills a room by using the following song, sung to the tune of "Twinkle, Twinkle, Little Star." Practice "get low and go" after learning the song.

*What do you do if smoke fills a room?
There are two steps to remember to do.
Stop where you are. Get low. Get low.
Crawl across the floor. Stay low and go.
What do you do if smoke fills a room?
There are two steps to remember to do.*

Objectives

- Follow basic health and safety rules.
- Understand and follow directions.

Phonological Awareness

Nose and Toes

Point to and name your nose and your toes. Explain that the words *nose* and *toes* rhyme because they end with the same sound. Have children say the words, listening for the ending sound. Repeat with other rhyming word pairs, such as *hand/stand* and *face/race*.

Say pairs of words. Have children point to the body part in the pair if the two words rhyme and do nothing if they do not rhyme. Begin with these word pairs:

leg/kick
feet/beat

eyes/ties
lip/cap

arm/farm
nose/hose

Objective

- Recognize matching sounds and rhymes in words.

Alphabet Knowledge

The Letter *Mm*

Have Dilly reveal **Alphabet Card Mm**. Say:

- **Manny is dressed like a mailbox! Do you remember why?** (He is in a play about the alphabet.)
- Point to *M* and *m*. **Manny's name starts with a capital *M*. The word *mailbox* starts with small *m*. The letter *M* stands for the /m/ sound in *Manny* and *mailbox*.**
- Describe the shape of *M* and *m*. **Capital *M* looks like mountains. This *m* is smaller than capital *M*. It has two humps.** Show how each letter is formed. Then have children write the letters in the air.

Review the *Mm* page in *Dilly's Alphabet Show*. Guide children to identify the costume and props.

Objectives

- Know that letters of the alphabet are a special category of visual graphics.
- Match and sort letters.

Materials

- Dilly Puppet
- Dilly's Alphabet Card Mm
- Dilly's Alphabet Show



Small Group

Social Studies: We Have Needs

Use **Oral Language Card 45** to talk about the needs of living things. Say: **People need these things.** Name each need as children point to the photograph: **We all need shelter. A shelter is a place to live. People can live in many places, such as a house or an apartment. All of these places are shelters.** Repeat for love, water, care, and food.

Objectives

- Understand basic human needs for food, clothing, and shelter.
- ELL: Use new vocabulary and grammar in speech.
- Recognize that living things need water, food, and air.

Materials

- Oral Language Card 45



Spanish Vocabulary

shelter
albergue
food
alimento
water
agua
love
amor
care
cuidado

Spanish Vocabulary

job
trabajo
class
clase

ELL

Use symbols and words to represent different classroom jobs.



Spanish Vocabulary

message
mensaje
investigate
investigar

Whole Group

Social Studies: Camper Jobs

Have Bruno say: **Everyone helps out at camp. Who wants to help?** Create a chart with symbols and words to represent each job. Include moveable name tags so that jobs can rotate each day. Job name tags might include *door holder, weather reporter, daily news reporter, calendar helper, line reader, flag holder, plant helper, pet feeder, snack helper.*

Describe what each job is and discuss why it is important:

- **What should we do if someone who has a job is not here?** (Pick someone else to do the job.)
- **What might happen if you forget to water the plants?** (The plants might die.)
- **What is a job everyone can help do all the time?** (Keep the room neat and tidy; Put away materials.)

Objectives

- Develop awareness of jobs.
- Identify common events and routines.

Materials

- Bruno Puppet
- job chart



Whole Group

Shared Writing: Write a Message

Display Flapboard 1 in the Let's Investigate! Investigation Flapboards, "Gone Investigating," and read JT's message aloud. Then say: **Let's send a message to the InvestiGators! We can wish them Happy InvestiGator Day! We can also ask about joining the club. What else would you like to write in our message?** Repeat the words as you write them. Point out how you write the words from left to right and how you leave space between words. Read each sentence after you write it, tracking the print and pointing out the special mark at the end of each sentence. Add a closing and sign your name. Then help children to sign their names.

Point to the completed message. Say: **Let's read our message before we send it.** Track the print as you read. Point to each child's name and ask: **Whose name is this?** Have each child say his or her name.

Objectives

- Understand that writing is a way of communicating.
- Engage in written exploration.

Materials

- Let's Investigate! Investigation Flapboards, "Gone Investigating"
- chart paper
- markers

Closing Campfire

Social and Emotional:
The Superhero in You

Say: **I know some real-life heroes—your parents, your neighbor, your doctor, a police officer, a firefighter. What makes them heroes? Now let's talk about the ways you are a hero too!** Explain that a hero is a real person who helps others. Help children feel good about the things they do to help out in school or at home. Mention things you have seen in the classroom: **Today I saw many of you (take turns).** Ask children to name a way they help others. Record their names and what they do. Encourage children to read the names as you reread the list.

Objectives

- Develop and express an awareness of self.
- Identify own name and names of some friends.
- Demonstrate awareness of concepts of print.

Materials

- chart paper
- markers

We are Heroes!
 Marcus shares toys.
 Tamara dries dishes.
 Mai feeds the dog.
 Joshua plays with his sister.
 Rosa sets the table.
 Jamal waters plants.

Spanish Vocabulary

hero
héroe

Differentiation

Inclusion During this activity, be sure that children with behavioral issues understand that they are truly appreciated for the help that they give to others.



Daily Check Up

While you present each lesson, note the following:

- **Opening Campfire:** Do children understand fire safety?
- **Phonological Awareness:** Do children recognize rhymes?
- **Alphabet Knowledge:** Can children recognize *Mm*?
- **Small Group:** Do children understand that living things have needs?
- **Whole Group 1:** Do children understand the concepts of jobs and responsibilities?
- **Whole Group 2:** Can children write their name?
- **Closing Campfire:** Do children understand the concept of helping others?

Record your observations as anecdotal notes.



Spanish Vocabulary



builds
construye
hammer
martillo

Number of the Day

3

Today's number is three. Make some time today to guide children to complete one or more of the following activities:

- Count three crayons.
- Write the numeral 3 on drawing paper and draw three favorite activities.
- Sing a song with the number three in it, such as "Over in the Meadow" or "Dilly Builds with One Hammer."
- Play a game using manipulatives and other materials and guides, such as the Investigate Math Guide.

Opening Campfire

Music: Act Out a Song

Sit where each child can stretch out. Lead children in singing the first verse of "Dilly Builds with One Hammer," pounding one fist into the other palm. Ask children how they might show two hammers (both fists on the floor), three hammers (both fists and a foot), and so on. For the fifth hammer, children might suggest nodding their head. Then play "Dilly Builds with One Hammer" again, singing and hammering for each verse.

Objective

- Listen to and understand conversations and songs.

Materials

- Dilly's Music and Movement

Phonological Awareness

Clap Words

Run a toy dump truck through the circle. Let each child touch the truck and explore how it moves.

- Say a sentence about dump trucks, such as: **Dump trucks are big!**
- Repeat the sentence, clapping once for each word. Count the words.

Have children follow the same routine as they clap and count the words in new sentences about dump trucks: **The dump truck has four wheels. The dump truck is yellow. The bed lifts up.**

Objective

- Discriminate and identify sounds in spoken language.

Materials

- toy dump truck

