



The InvestiGator Club™ Prekindergarten Learning System

Investigations

TEACHER'S
EDITION

Integrated Activities for Exploring, Experimenting,
and Making Discoveries



Marvelous Me!



**ROBERT-LESLIE
PUBLISHING**

THE EARLY CHILDHOOD COMPANY®

1007 Church Street, Suite 420
Evanston, IL 60201

Copyright © 2006 Robert-Leslie Publishing.

All logos, characters, and place names including The InvestiGator Club, The InvestiGator Club logo, the place for curious young learners, Flapboarding, Flapboarding logo, Flapboard, Bruno's Buzz, Bruno's Buzz logo, Bruno's Bee Mail, Bruno's Buzz Network, Dilly and Friends, Dilly and Friends logo, Dilly Gator, JT Gator, Great Auntie Lu, Manny Salamander, Chuck Wood, Rosalita Sausalita, Bruno Buzzbee, Dilly's World, Circle Forest, Triangle Beach, City Square, Miss Lilly's Pads, and Diggery Den are registered trademarks of Robert-Leslie Publishing LLC and cannot be used without permission of the publisher. All rights reserved.

www.investigatorclub.com

This Investigation celebrates the uniqueness of each and every child. As young children become increasingly independent, they discover their own personal style, likes, dislikes, and talents much like the characters in Dilly's World. *Marvelous Me!* will lead children to explore ways they are like and different from others and what makes them oh so special.

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

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 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?*

Oral Language/Health/ Movement/Music

Children learn the names of body parts while participating in an action song.

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.

I Can Bend and Move (continued)

- Sing the action song "Head, Shoulders, Knees, and Toes." 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,

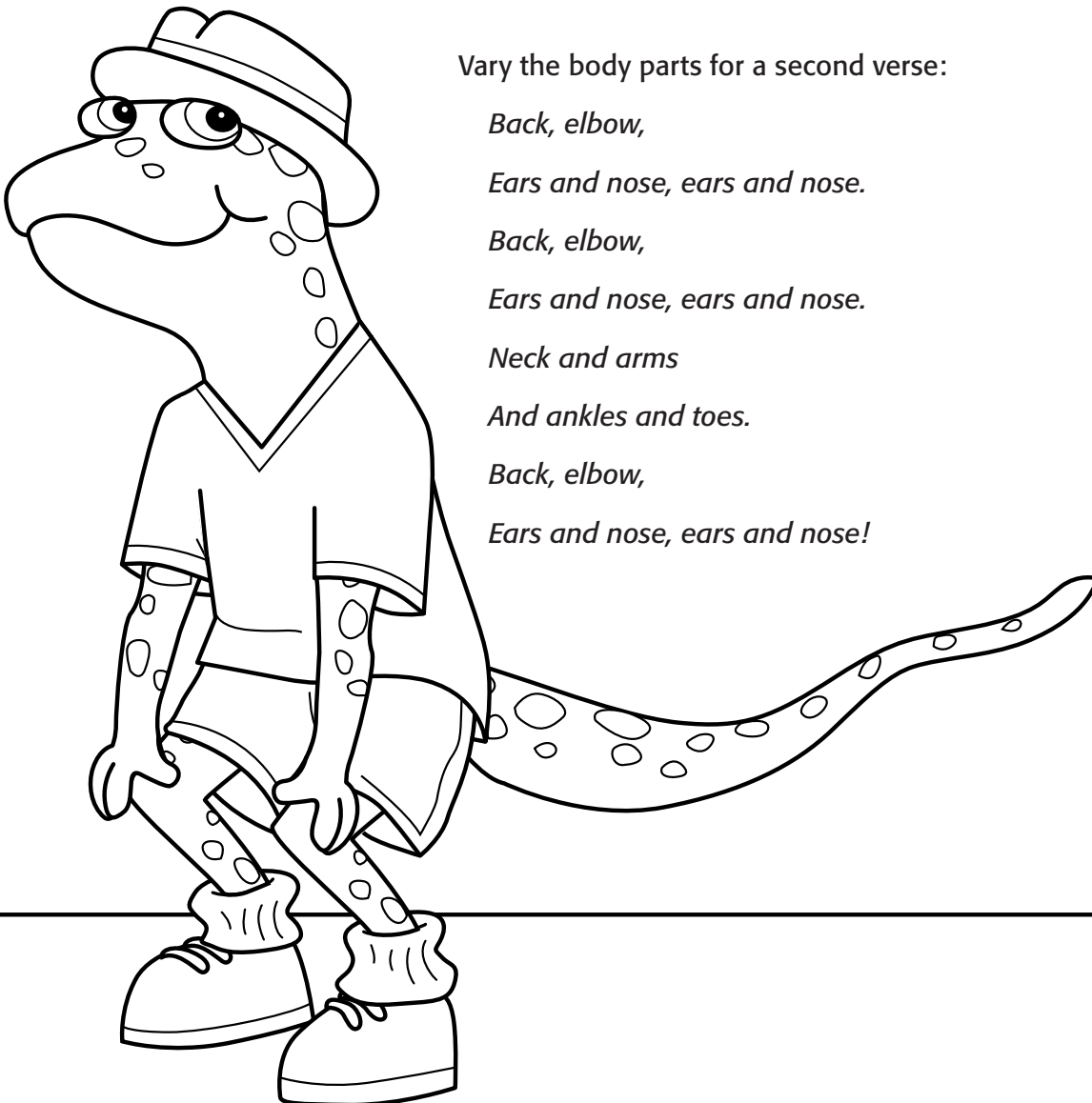
Ears and nose, ears and nose.

Neck and arms

And ankles and toes.

Back, elbow,

Ears and nose, ears and nose!



Children use the sense of touch to discover different textures.

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

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 of children to investigate a collection of textured items and use words to talk about how they feel. Allow time for exploration while encouraging children to use describing words.

- Set out a collection of textured items. Include a few samples of each type of texture so children can compare and group. 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.



**Science/Oral Language/
Literacy**

Children explore four different tastes that the tongue can sense: bitter, salty, sweet, and sour.

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.

Taste Buddies

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.

- Say: *JT Gator knows a lot about different countries around the world. One thing JT likes to try is food from different places, so he knows a lot about how different foods taste. Today we will learn about how different foods taste too! Let’s start investigating!*
- Say: *Taste is the sense you use to discover how food tastes. You can tell how food tastes using the taste buds in your mouth.*
- Provide hand mirrors so children can look at their tongues. Say: *Do you see any little bumps on your tongue? They are taste buds. When you eat or drink your nose and your taste buds work together to tell how food and drinks taste.*
- Children can taste the small samples of foods on their plates by putting a little on their tongues. Describe each taste as *bitter*, *salty*, *sweet*, or *sour*. Record the words and food names on chart paper. Talk about the tastes they like best and least.



Children are encouraged to compare and use language skills as they describe scented items.

Materials

- small plastic containers with lids
- scented items (cotton balls with vanilla, peppermint, and cinnamon extracts, lemon oil, vinegar, rubbing alcohol, perfume; onions, moth balls, coffee grounds, etc.)
- pictures to match scents
- glue
- citrus or floral spray air freshener

For 3-year-olds

Use fewer scents with younger children. Use pairs of cotton balls soaked with peppermint, vanilla, and cinnamon extracts. Put each in a separate container. Have children find two scents that match. Identify the scents for them.

Sniff and Tell

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. And 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.
- Hold up one container. 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. After each child has guessed what the scent is, reveal that it is peppermint.
- Introduce the other containers, making sure each child has one to sniff and tell about. Ask: *Can you guess what it is?* Have children exchange canisters with one another to experience each scent.
- 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.





Sounds All Around Me

Introduce sounds by saying: *If you are walking along Triangle Beach, you just might hear the sound of JT'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!*

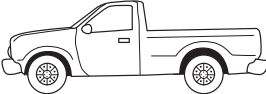



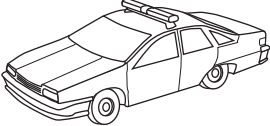

**Science/Music/Oral
Language/Fine Motor Skills**

Children use listening and speaking skills to reproduce sounds in their environment and classify sounds as loud or soft.

Materials

- notebook, pen or pencil
- chart paper, marker

- 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:

Loud Sounds	Soft Sounds
truck 	bird 
dog 	wind 
police siren 	trees 

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

Sounds All Around Me (continued)

- 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 truck 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?

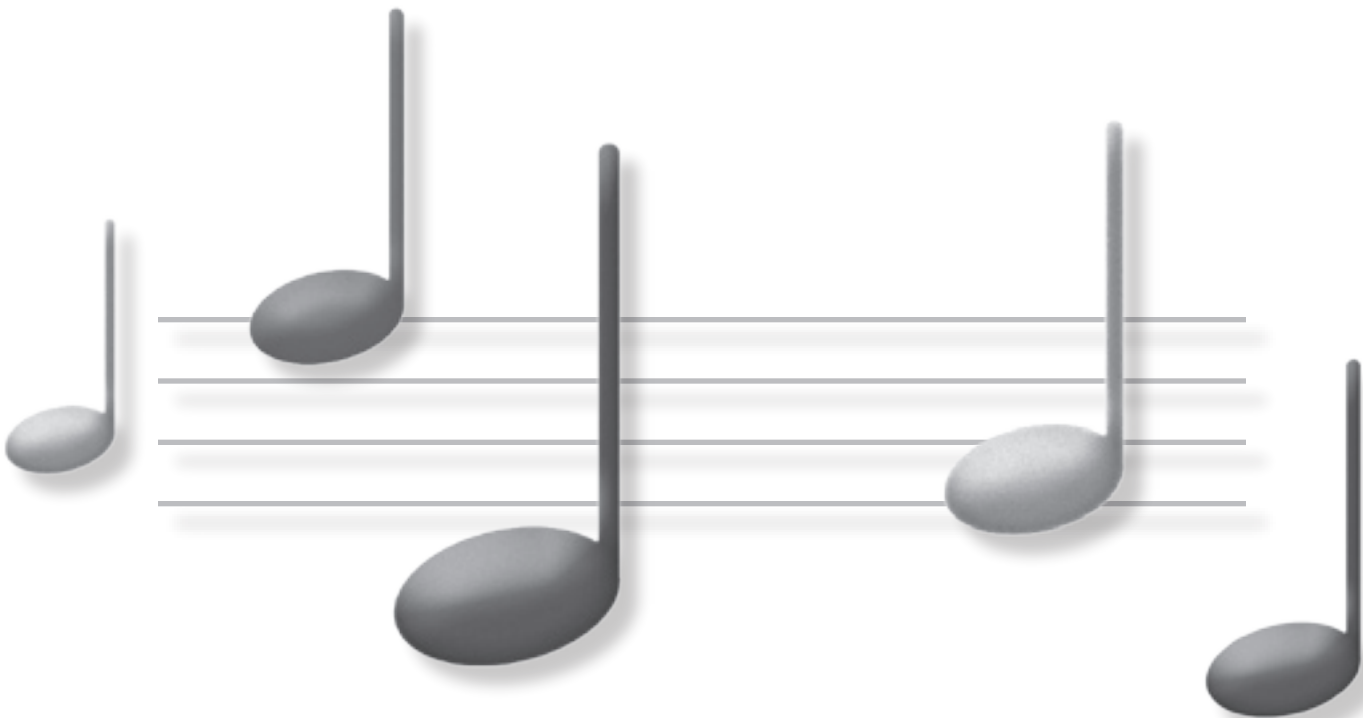
*Have you ever heard a bird sing? It goes just like this: **Chirp! Chirp!***

Have you ever heard the wind blow, the wind blow, the wind blow?

*Have you ever hear 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!***



Children use hand lenses to explore objects up close.

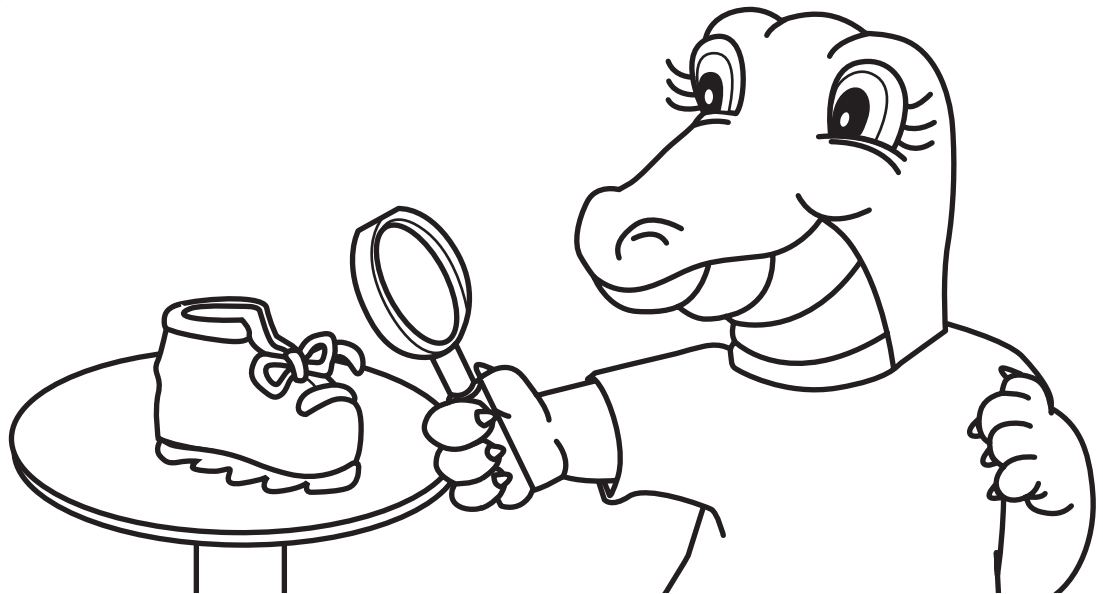
Materials

- hand lenses
- 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 Dilly's 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 hand lenses to examine various objects up close. 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.

Children learn a finger rhyme
to review the five senses.

My Five Senses

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.

Music/Movement

Children use every part
of their bodies to move
to music.

Materials

- variety of colors of crepe-paper streamers
- tape
- recorded music

Dancing 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.

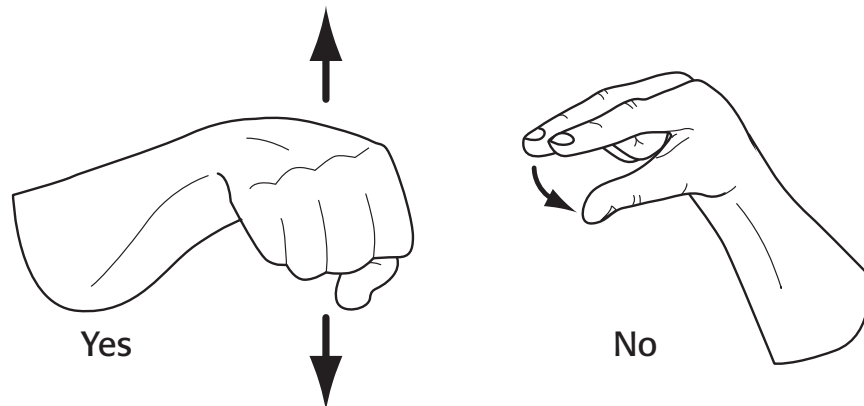
Children respond to questions about their bodies using sign language.

We Can Use Sign Language

Talk with children about ways we can talk without using words. 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.

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?