



The InvestiGator Club™ Prekindergarten Learning System

# Investigations

TEACHER'S  
EDITION

Integrated Activities for Exploring, Experimenting,  
and Making Discoveries



# Marvelous Me!



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# Part 3

# Healthy Me!

Tell children: *Now that you have been investigating all the things that make you special, it's time to discover ways you take care of your body so you can grow strong and stay healthy and happy. We'll do lots of thinking, exploring, and practicing health and safety tips. Are you ready to investigate?*

## Health/Oral Language

*Children sharpen their listening skills while learning about healthy habits to practice.*

### Materials

- health props (toothbrush and toothpaste, bar of soap, comb and brush, shampoo bottle, plastic glass, example of a healthful snack)
- [Healthy Habits Activity Sheet](#) for each child

## I Can Take Care of Myself

Tell children that Dilly and the other InvestiGators know how to take care of themselves. They eat healthful foods, exercise, and always remember to wash their hands and brush their teeth. Say: *Let's talk about ways we take care of ourselves by practicing healthy habits.*

Display props that suggest healthy habits. Say: *We can use these props to remember to practice healthy habits. What do you do to stay healthy?*

Distribute the props for children to hold. Say: *Manny raps and rhymes about healthy habits to remind the others. Today Manny will teach you a rap.* Share the following action rhyme. As each healthy habit is named, have the child who is holding the corresponding prop lead the others to pantomime the action that shows how the prop is used. (Note: Tell children not to actually put the toothbrush in their mouths, put the comb or brush in their hair, or eat the snack.)

*I brush my teeth up and down, (Pantomime brushing teeth.)*

*Then I brush them round and round.*

*I brush morning, noon, and night*

*To keep them clean and keep them white.*

*I wet my hands and add the soap, (Pantomime washing hands.)*

*Then scrub, scrub, scrub the dirt away.*

*When I rinse, the germs are gone. (Pantomime rinsing hands.)*

*They never have a chance to stay. (Shake head "no.")*

# I Can Take Care of Myself (continued)

*I wash my hair till it's shiny and bright. (Pantomime washing hair.)*

*I comb and brush every day and night. (Pantomime combing/brushing.)*

*I drink water, milk, juice too. (Pantomime drinking.)*

*I eat a snack that's good for you. (Pantomime eating.)*

Tell children: *I will ask some of you to pretend to do some of the healthy habits we have been talking about today. Listen carefully and then act out what I say.* Call on a child and provide a two-step direction. Tell the child not to act until you are finished speaking.

*Wash your face. Then comb you hair.*

*Wash your apple. Then eat it.*

*Put water in a glass. Then drink it.*

*Run in place. Then take a drink.*

Continue with three-step directions:

*Wet your hands, add soap, and scrub.*

*Wash your face, brush your teeth, and comb your hair.*

*Pour a glass of juice, drink the juice, and wash the glass.*

Invite children to take a turn giving another child two actions to do.

Give each child a copy of the [Healthy Habits Activity Sheet](#). Tell children to take the sheet home to play a game. Send a note home asking parents to help children cut apart the cards and use them to play a matching game by turning the cards face down and flipping over two cards at a time to find a match. Once a match is made, the child can name the healthy habit that is pictured.



Children engage in several different jumping exercises to promote positive attitudes toward exercising and physical fitness.

### Materials

- floor mats
- masking tape
- hoops
- pictures of a frog, kangaroo, grasshopper
- sturdy platform or surface
- bean bag
- long rope
- crepe-paper streamers
- “candlestick” props

### For 3-year-olds

**Jump Hoops:** Place mats under each jumping area.

**Jump Rope:** If necessary, stop the rope in front of very young children and tell them to jump.

**Note:** These activities are adapted from movement specialists for the American Heart Association’s “Jump Rope for Heart” program for younger children.

## J Is for Jump

Encourage children to exercise to build strong bodies and healthy hearts. Say: *The members of the InvestiGator Club like to find different ways to practice their jumping. Rosalita and JT like to jump over puddles. Chuck Wood likes to jump down from one place to another like a superhero. Once Dilly and Manny used a pogo stick to do some jumping. Today you are going to practice your jumping skills!*

Beforehand plan to set up different jumping stations around the classroom. Keep in mind the following safety issues as you plan:

- There must be enough space to do the activities safely.
- Provide soft floor mats in case of falls.
- Use adult spotters for higher jumps.

Use the following stations:

**Jump Over** Mark varying widths for children to jump over to see how far they can jump. You might place two tape strips to mark the area or have children jump over small mats.

**Jump Like...** Display pictures of a frog, a kangaroo, and a grasshopper. Ask children to jump like each animal.

**Jump Down** Place a hoop at the base of a sturdy platform. Have children jump down and land on both feet inside the hoop. (Provide an adult spotter.)

**Jump High** Two adults hold a rope that is slightly raised from the floor. A mat is placed under the jumping area. Children jump over the rope and land on two feet. The height of the rope can be increased.

**Jump Up** Children see how high they can jump. Hang crepe-paper streamers from the ceiling, and challenge children to touch them as they jump up.

**Jump Like Jack** Have children jump over a series of “candlesticks” without knocking them over as you recite the nursery rhyme: *Jack be nimble. Jack be quick. Jack jump over the candlestick.* Replace the name Jack with the child’s name each time.

**Jump Hoops** Place a series of smaller hoops to form a path. Have children jump from one hoop to the next.

**Jump Rope** Tie a bean bag at the end of a long rope while a few children form a circle. Space children far apart. Ask an adult to squat in the center of the circle and slowly swing the rope around the circle. Children must jump up as the bag swings under their feet.

Encourage children to try all of the jumping stations and then choose a favorite one to visit again. Set aside a special day for a jump-a-thon. Invite family members to come, participate, and provide motivation and positive reinforcement.

# Build a Snack

Children practice their math skills while enjoying a healthy snack.

## Materials

- paper plates (1 per child)
- ingredients for two or three snacks (see suggestions)
- plastic knives (1 per pair)
- index cards (for game cards)
- Build a Snack Activity Sheet for each child

Say: *Today we are going to talk about snacks that are good for us to eat. When Dilly and the other InvestiGators meet in the clubhouse in Circle Forest, they like to have a healthful snack. Sometimes Dilly brings fruit. Bruno Buzzbee's favorite snack is a peanut butter and honey sandwich. What are some snacks you like to have?* Encourage children to name snacks they eat and discuss which are more healthful than others.

Have children work with a partner to prepare a healthful snack. Provide children with two paper plates, plastic knives, and the ingredients to prepare a snack such as crackers with cheese spread or celery sticks filled with soft cheese and topped with raisins. Provide enough ingredients for each child to have two or three snacks.

After children wash and dry their hands, have them first prepare the snack by spreading or filling. Then have them figure out how many snacks each child will get by sharing them equally. Observe children as they work.

While children are enjoying their snacks, ask: *What did you do to make your snack? How did you figure out how many snacks each person gets?*

After snack time, engage children in a game. You will need to prepare sets of picture cards that show the parts of a sandwich. Four cards will be needed for one sandwich: two bread slices and one dab each of peanut butter and jelly.

Show children what each card looks like as you talk about making a sandwich for a snack. Ask: *How do you make a peanut butter and jelly sandwich? What do you do first? What do you do next?* Make certain children understand that they will need two slices of bread and a dab of peanut butter and jelly to make one sandwich during the game.

Invite children to stand, and randomly pass out the cards. Give a *go* signal, and have children quickly group themselves to build their sandwiches. After checking their cards, collect them and repeat.

Have each child complete a Build a Snack Activity Sheet.



Children experience a fun lesson in careful hand-washing to ward off germs.

### Materials

- liquid or foam soap
- paper towels
- cooking oil or petroleum jelly
- cinnamon

# No More Germs!

Tell children: *Since Dilly and her friends do a lot of investigating by touching things with their hands, they are very careful to wash them often with soap and water to get rid of any dirt or germs.*

Begin the activity by telling children they need to start out with clean hands. Have each child use liquid or foam soap to thoroughly wash, rinse, and dry their hands.

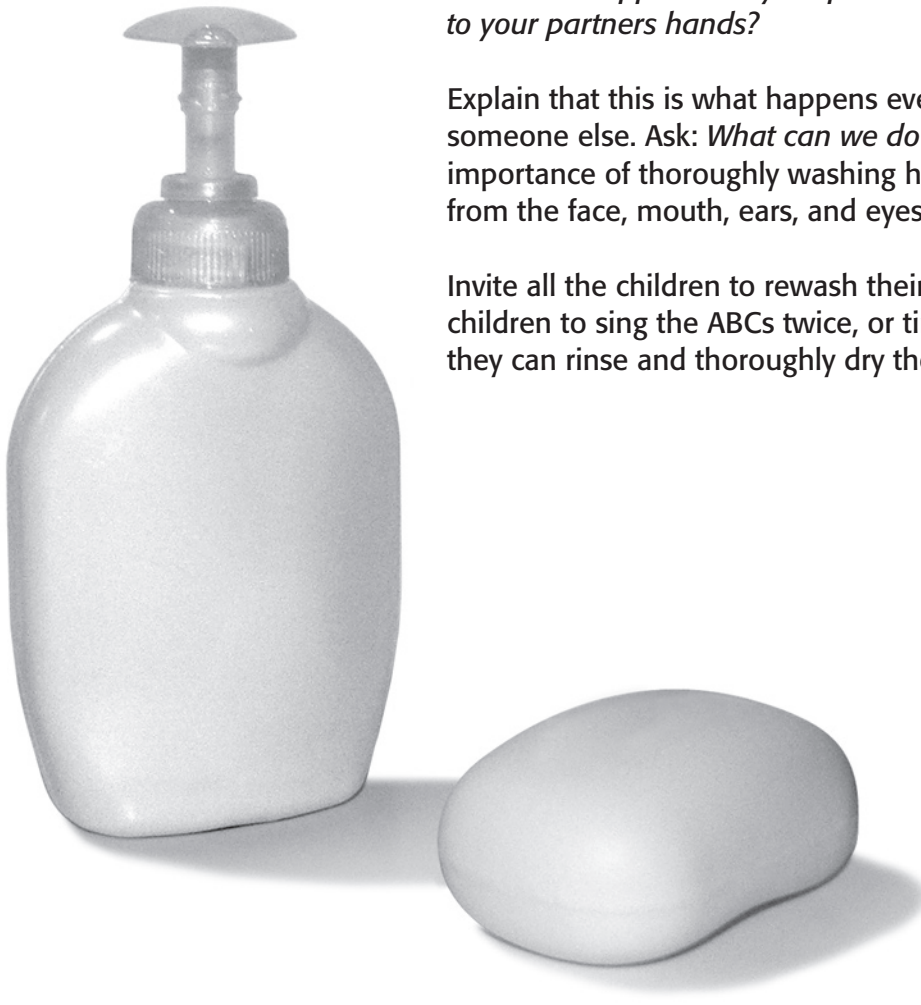
Explain: *You can pick up dirt and germs on your hands very easily. You don't know they are on your hands because you can't see germs and you might think your hands are clean.*

Explain that you will do a germ investigation together. Spread cooking oil or petroleum jelly on the hands of half the children. Then sprinkle on ground cinnamon. It will stick to their hands. Tell children: *We will pretend that the specks of cinnamon are germs.*

Then ask these children to shake hands with a partner who has clean hands. Ask: *What happened to your partner's clean hands? Did the "germs" spread to your partners hands?*

Explain that this is what happens every day. We can pass our germs to someone else. Ask: *What can we do to get rid of these germs?* Stress the importance of thoroughly washing hands often and keeping hands away from the face, mouth, ears, and eyes.

Invite all the children to rewash their hands. How long is long enough? Tell children to sing the ABCs twice, or time them for a full 20 seconds. Then they can rinse and thoroughly dry their hands.



## Health/Movement/Music

Get children moving to the music with a fun activity that includes creating a dance named for them.

### Materials

- recorded music with varying tempos

### ELL

An English-speaking partner can lead a learner of English in doing each movement.

# Movin' and Groovin'

Tell children: *Rosalita Sausalita isn't the only InvestiGator who likes to dance. Dilly, JT, Manny, Chuck, and Bruno like to join in the action too when they hear music playing. Let's dance like the InvestiGators.*

Play upbeat music, and have children follow directions for moving around:

*wiggle and giggle*

*hop on one foot*

*jog in place*

*do the twist*

*boogie down and jump up*

*shake your body low and high*

Change the music to a slower tempo, and change the directions to:

*reach high and then low*

*sway back and forth*

*stretch high and slowly turn*

*bend low and move your arms*

*float like a cloud*

*fly like a butterfly*

*move like a soft breeze*

*tiptoe with arms above your head*

Invite children to create their own name dance. Introduce the activity using the following chant:

*Let's do the name dance. Everyone will have a chance.*

*Move anyway you want, and we will do it too.*

*This special dance will be named for you!*

Play recorded music. Tell children: *The first dance will be named after me. Start doing your movements, and have children follow. Say: Everyone do the (Miss Amanda)!*

Invite each child to lead the others with any movement he or she wants. Say each time: *Everyone do the (Eli)!*

Everyone  
do the Dilly!



Children use role play to learn what an emergency is and the importance of 911.

### Materials

- poster board
- markers
- toy telephone

**Note:** If some children seem alarmed by activities that focus on emergencies, address their feelings as they occur. You might want to invite a firefighter, medical professional, or police officer to visit children to set their minds at ease about getting help during emergency situations.

# Emergency!

Beforehand draw a large telephone with a number touch pad. Highlight the numerals 1 and 9. Display the poster and gather children. Say: *Bruno Buzzbee is always there when one of the other InvestiGators needs help. Bruno is quick to know what to do in an emergency.* Explain to children that an *emergency* is when someone is in trouble and quickly needs the help of others. Stress that there are different kinds of emergencies such as a person having an accident and getting hurt at home or in the car or someone who feels very sick. A fire, tornado, earthquake, and flood are emergencies too.

Show the poster board with the telephone. Tell children if they are home and there is an emergency, they can dial 911 to call for help if older family members cannot do it. Invite each child to come forward to touch the 9, the 1, and the 1 a second time. Explain that a person will answer the call and ask them what the emergency is. They will need to be able to tell the person where they live, so it is important to learn their home address.

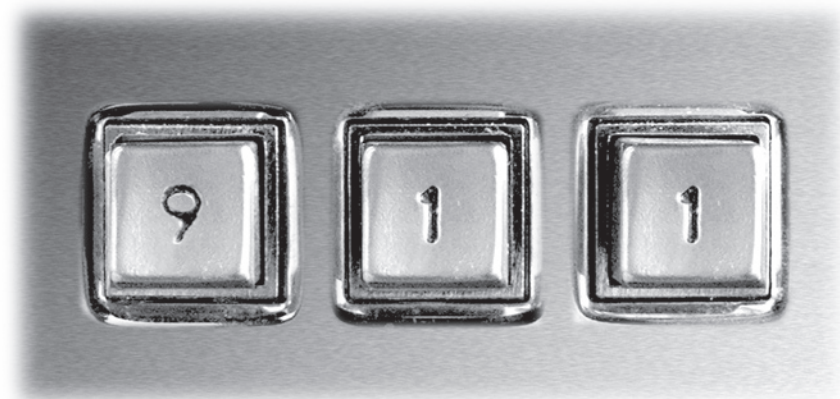
Have children pretend there is a fire in their home while they are asleep. Have them role-play what they can do to protect themselves.

First make a beeping noise to represent the smoke detector to awaken the children. Then have them role-play crawling on the floor to the door to feel if it is hot or cool before opening it.

Practice stop, drop, and roll.

Ask a child to dial 911 on a toy telephone. Remind children to use 911 only in emergencies.

If your school is in an area that is prone to tornados or earthquakes, role-play these situations on another day. Have children practice staying away from windows, glass doors, and shelves. Have them practice getting under a sturdy table, into a protected hallway, or wherever your school designates and sitting covering the backs of their heads and necks with their hands.



Children investigate first aid supplies and become the caregiver for an injured potato.

### Materials

- first aid supplies (bandages, gauze, tape, cotton balls)
- potato (yam, carrot, turnip) (1 per child)
- vegetable peeler

## Fun with First Aid

Beforehand use a vegetable peeler to put a scratch or a nick in the skin of each potato (and yam, carrot, or turnip if you want to use a variety of vegetables). Make some scratches much larger than others. Give some potatoes two scratches. Distribute the vegetables.

Explain: *The potato has a skin just like you and I do. Just like our skin covers our body and protects it, the skin on the potato covers and protects what is inside.*

Have children examine their potatoes. Ask: *Do you see a scratch or a nick in the skin? This scratch is just like one you might get if you fall and scratch your knee or your arm.* Explain that children will be caregivers for their potatoes and take care of them while learning about first aid.

Display and name first aid supplies: *gauze, tape, bandages, and cotton balls.* Ask if any children happen to be wearing a bandage that day and why. Demonstrate using the supplies on an injured potato of your own. Role-play how you use a cotton ball to clean the wound and then apply a dressing. If the wound is very large and deep, it might require gauze and tape. Otherwise, a bandage will do.

Tell children to take their injured potatoes home and explain to family members how they gave first aid today.

Then ask your child to repeat the steps he or she just did by naming them.

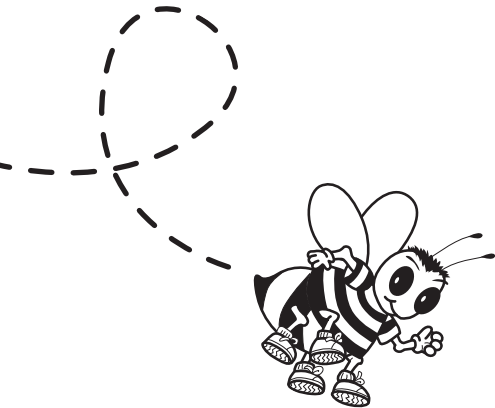
To help them remember the steps of first aid, tell children that Manny Salamander has a rap for them:

*I fell down and scratched my knee.*

*It hurt a little bit.*

*Mommy cleaned the scratch for me*

*And put a bandage on it.*



Children learn about cooperation and sharing while exercising to lively music.

**Materials**

- recorded music with a fast tempo
- hula hoops

# Musical Hoop-Dee-Doo

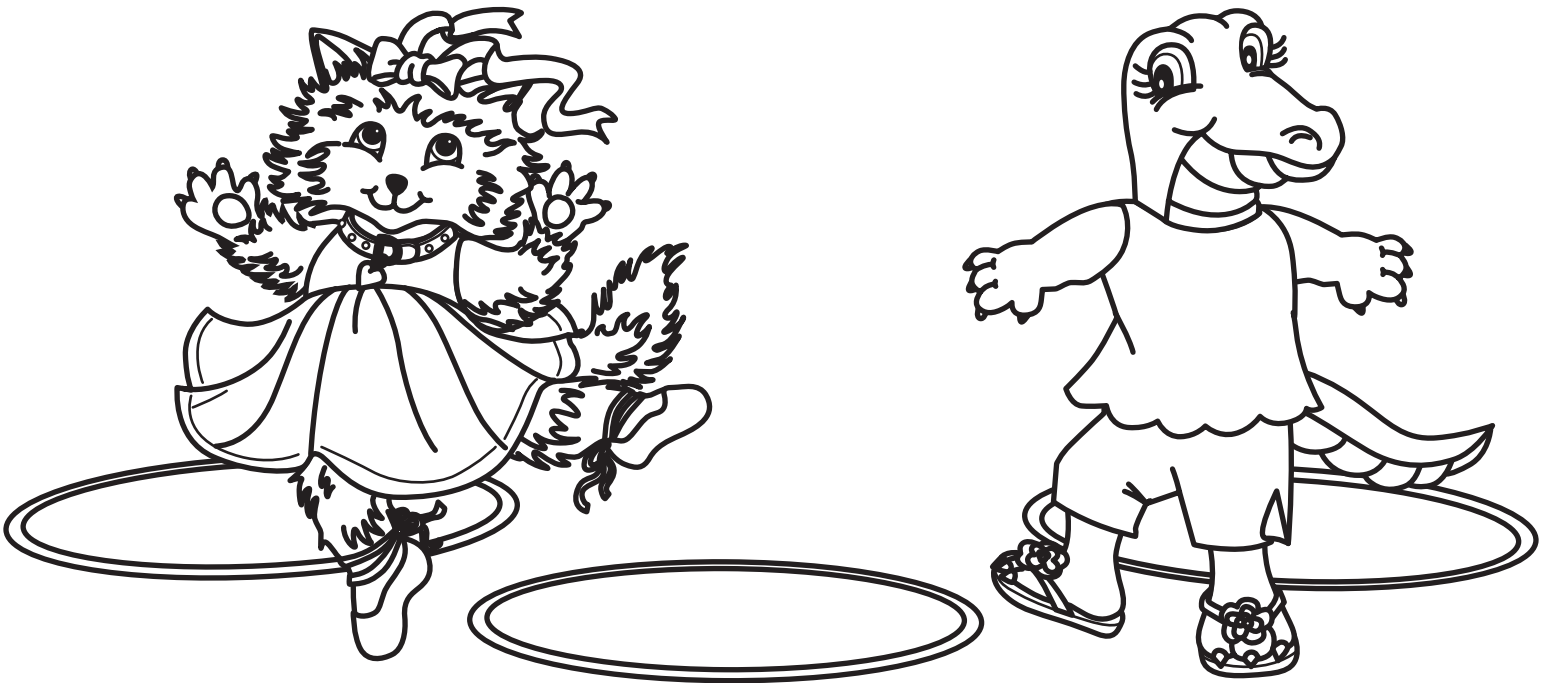
Tell children: *Rosalita likes to teach the other InvestiGators some new dance steps. She tells them that dancing is a great way to exercise and have fun while doing it!* Invite children to see what kind of creative dance moves they can make.

Before the dancing begins, strategically place some hula hoops in the dance area. Tell children that as the music plays, they are to dance around the hoops. But as soon as the music stops, they are to stand inside a hoop. Explain: *There are more children than hoops, so you will have to share space inside the hoop.*

Start the music. After a few minutes, stop the music. Encourage children to help one another find a hoop to stand inside.

When you start the music again, remove one of the hoops. Repeat the former step. Remind children to cooperate by helping one another fit inside each hoop.

Repeat until there are only a few hoops left. This time when the music stops, suggest that children place one foot, one arm, or one elbow inside the hoop.



*Children enjoy a traditional tale and then have a chance to rate foods they taste as “yummy” or “just OK.”*

## **Materials**

- copy of *The Gingerbread Man*
- storytelling props, lunch box, flannel board or pocket chart (optional)
- gingerbread man cookies (1 per child)
- chart paper, marker
- Yummy or Just OK? Activity Sheet for each child

# **Yummy or Just OK?**

You might want to prepare to tell the story of the Gingerbread Man by gathering storytelling props. If so, you will need pictures of a gingerbread man, elderly man, elderly woman, pig, cow, horse, and fox. Back each picture with a piece of felt. Then place the pictures in a lunch box. Pull them out one at a time to be placed on a flannel board as the story is told.

Tell children: *Dilly and JT's Great Auntie Lu is a fabulous storyteller. Everyone on Triangle Beach knows Great Auntie. They all stop to listen when she begins one of her tales. The Gingerbread Man is a story she told Dilly and JT not too long ago. Listen.*

Read your favorite version of *The Gingerbread Man*.

If you are using storytelling props, display the pictures of characters as you read or tell the story.

After reading the story, ask: *How do you think the little old man and woman felt when the gingerbread man ran away? Why did they want to catch him? Why did the pig, cow, and horse want to catch him? Why did the fox offer to help the gingerbread man cross the river?*

Invite children to use the storytelling props to retell the story.

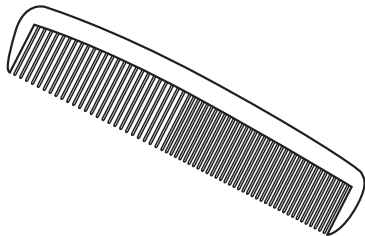
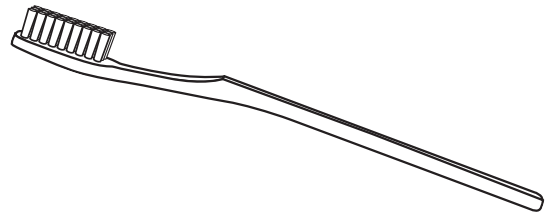
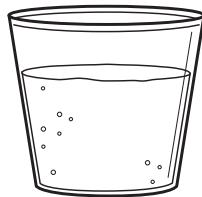
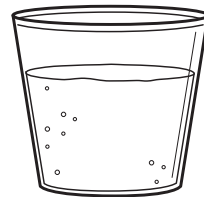
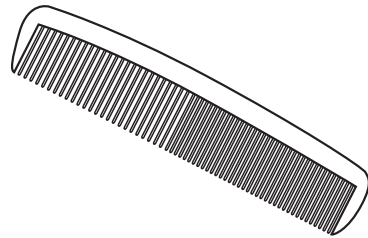
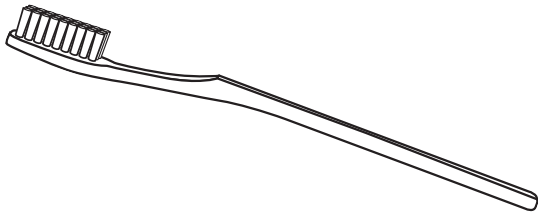
Remind children that the animals in the story were all anxious to catch the gingerbread man because they wanted to eat him. They all thought he would taste yummy. Provide gingerbread man cookies for children to taste. Record the results on chart paper by having children place an X in the column labeled *Yummy* or *Just OK*.

Talk about other foods children have tasted. As each food is named, ask: *Who has tasted this food? Who thinks (peanut butter) is yummy? Who thinks (tuna salad) is just OK?* Invite children to respond by a show of hands. Give each child a Yummy or Just OK? Activity Sheet. Tell children to draw pictures of food they have tried in class. They should put an X under *Yummy* or *Just OK* for each food.

Name \_\_\_\_\_

# Healthy Habits

Cut apart the cards to play a matching game.  
Name the healthy habit for each picture match.



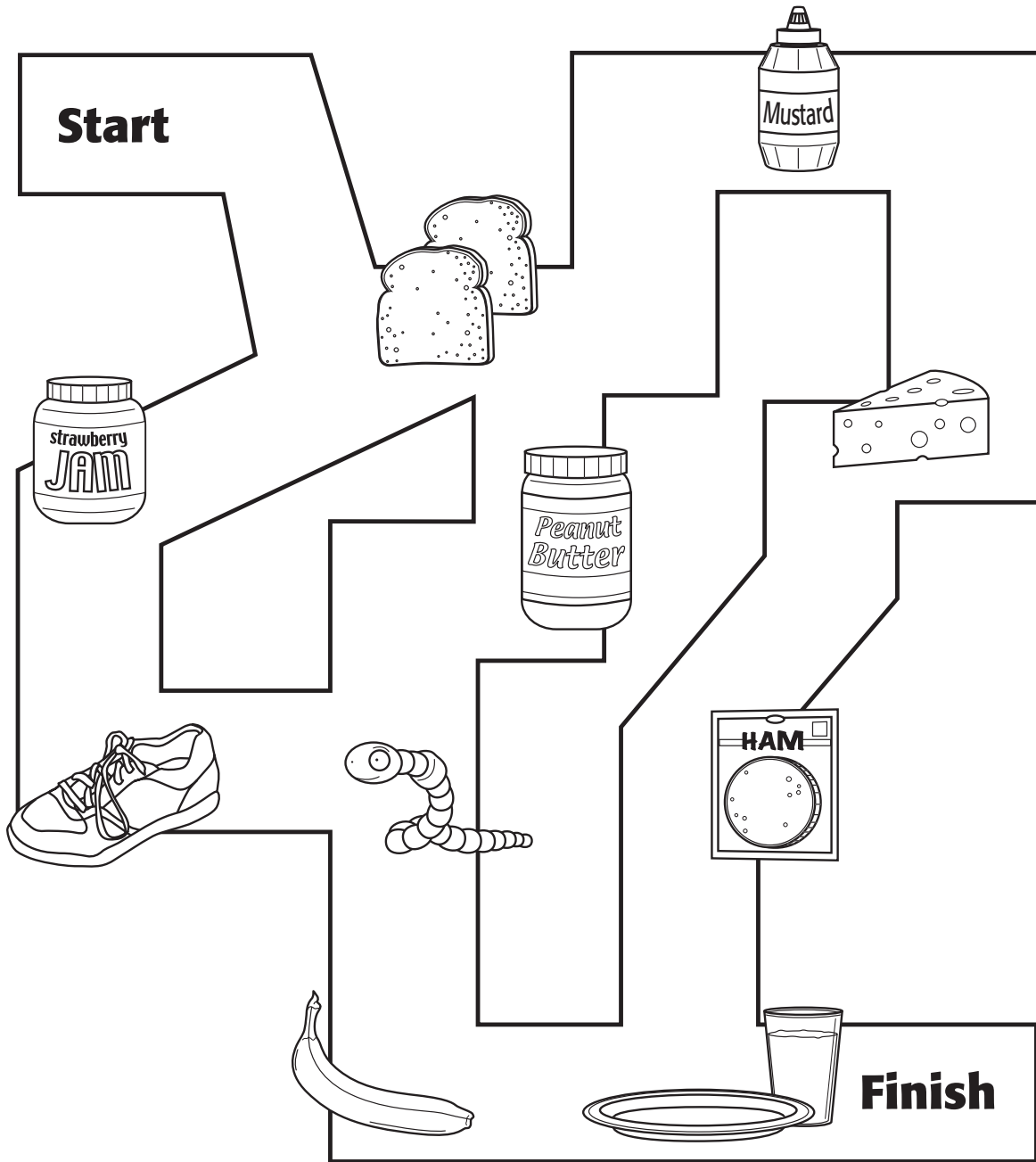
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Name \_\_\_\_\_

# Build a Snack



What is your favorite sandwich? \_\_\_\_\_

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Name \_\_\_\_\_

# Yummy or Just OK?

Draw pictures of foods you eat. Put an X under *Yummy* or *Just OK*.

<b>Food</b>	<b>Yummy</b>	<b>Just OK</b>

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