



The InvestiGator Club™ Prekindergarten Learning System

Investigation

TEACHER'S
EDITION

Integrated Activities for Exploring, Experimenting,
and Making Discoveries



Sensational Seasons

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

Part 1 Summertime

To introduce Sensational Seasons, remind children that they are members of the InvestiGator Club. Explain that the InvestiGators are good listeners and explorers and like to learn new things just like Dilly and her friends.

Tell children: *During this Investigation, we will learn all about the season called summer. We will discover what it's like during these hazy, lazy days of summer when the weather is hot and people spend more time outdoors having fun. Who's ready to start investigating summer?*

Oral Language/Science/ Music

Children find out how summer is unlike all the other seasons.

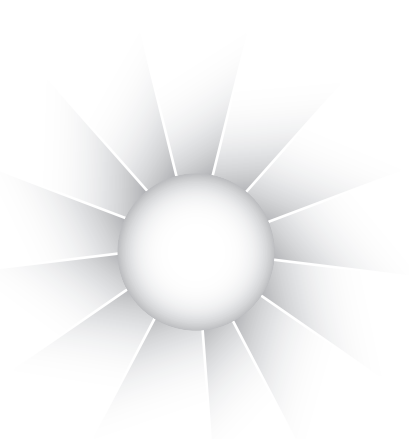
Materials

- poster board or tagboard
- craft sticks
- masking tape
- chart paper
- markers
- stickers (optional)

All About Summer

Beforehand make a fan for each child. Cut shapes from poster board or tagboard and securely tape a craft stick to the board as a handle.

- As children gather, give each a fan. Show children how to use the fan to cool themselves while you begin a discussion about summer.
- Explain: *Dilly and her friends felt very hot as they played outdoors. After all, it was summertime. They were trying to decide where they could go to cool off. Some of them thought the clubhouse in the woods would be cool. The tall trees would give them shade. Others thought they should go swimming off Triangle Beach to cool off. Where do you go to cool off when it's summer?*
- Ask children to tell what they know about summer. Draw a large sun in the center of chart paper, and list the ideas inside the sun. Guide children by asking questions such as: *What is the weather like? What do you wear? What kinds of things do you do outdoors? What special foods do you eat?*
- Teach children a song about summer to the tune of "The Farmer in the Dell." As you sing the third line, insert a word that names something you do when it's hot (*drink, swim, nap, fan, eat ice cream, sit in shade*). Then repeat the song, inviting each child to take a turn naming an action word.



In summer, it gets hot.

In summer, it gets hot.

When I feel hot,

I (sing) a lot.

In summer, it gets hot!

- Have children use markers or stickers to decorate their fans and use them on hot days.

Oral Language/ Mathematics

Children compare summertime objects and tell ways they are the same and different.

Materials

- magazines
- coloring books
- scissors

ELL

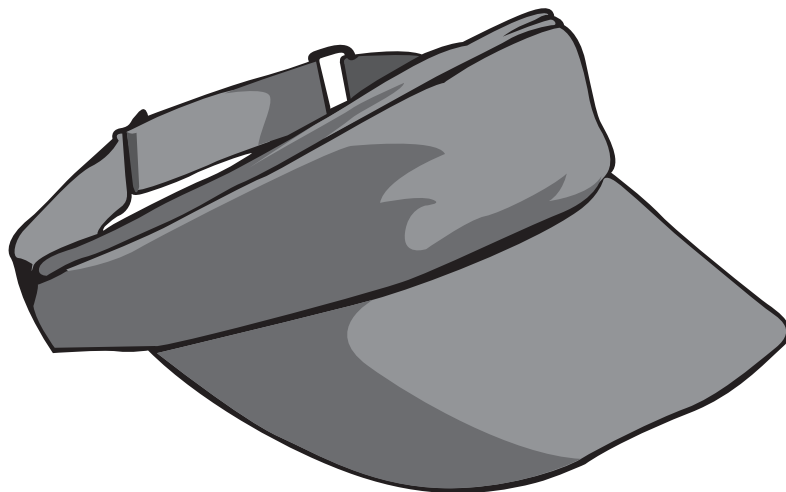
Use gestures and pantomime to demonstrate the use of each summertime object. Say the name aloud and have children repeat.

Same but Different

Beforehand collect pictures of objects that are related to summertime.

Use old magazines and coloring books to create pairs of pictures, such as sunglasses and sun visor or hat, water fins and a bathing suit, a raft and a tube, a beach ball and a Frisbee, shorts and a T-shirt, a swimming pool and an ocean, lemonade and a frozen fruit pop.

- Explain to children that some things go together in some ways but are different in other ways. Dilly and Rosalita are best friends, but they look different and like different things.
- Show children the collection of pictures. Tell them that all these things have something to do with summer. They are the same in some ways and different in other ways. Use pictures of sunglasses and a sun visor as an example. Ask: *How are the sunglasses and sun visor the same?* (Both protect you from the sun and are worn on one's head.) *How are they different?* (One shades the eyes and the other shades the face; they can be different colors.)
- Show each of the remaining picture pairs, and ask children to name ways they are the same and different.
- Children can sort all of the pictures in other ways too: things you wear, things you play, things you eat or drink, hard things, soft things, things that float, and so on.



Children engage in a number hunt to find and count objects on a nature walk.







Materials

- clock
- tablet, pen
- chart paper
- markers
- Number Hunt Activity Sheet for each child

Number Hunt

Tell children: *Just like the InvestiGators, you are going outside to investigate summertime things today. You will be going on a nature hunt.*

- Plan a time for your nature hunt outdoors. Draw a large circle on the board with the numerals 1 to 12 as on a clock. Count the numerals with children as you point to them.
- Decide on a time to go outdoors, and draw the hands of the clock to match this time. Explain: *When our classroom clock looks just like this one, it will be time to go outdoors.* Have children keep an eye on the classroom clock to let you know when it's time.
- Before going outdoors, have children help you decide what you will hunt for—trees, flowers, bugs, birds, nests, bushes. Make a list on a tablet that you will carry with you.
- During your hunt, have children help you find the chosen items. Record the number of each item on the tablet.
- When you return to the room, have children help you make a graph to show what was found. List the name of each item. Sketch or ask a volunteer to draw a picture next to each word.
- Tell children how many of each item they saw according to your list. Have them help make a mark for each one, then count and write the total number.
- Ask: *What did we see the most times on our hunt? What did we see the fewest times?*

Things We Saw	How Many We Saw	Total
tree 	XXXXXX	6
flower 	XXXXXXXXXX	9
bug 	XXX	3
bird 	XXXX	4
nest 	X	1
bush 	XXXXX	5

- Reproduce the Number Hunt Activity Sheet for each child. Tell children to take the activity home and draw lines to connect the dots from 1 to 10 to complete a picture showing something they saw on their nature walk today.

Children will enjoy planning and having their own pool party!

Materials

- construction paper
- markers and crayons
- stickers, stamps, seashells, colored stones (optional)
- chart paper
- beach toys
- wading pool, lawn sprinkler, sandbox
- picnic lunch or snack
- blankets, towels
- camera, film
- picture book-making supplies

Beach Party

Explain: *Dilly and JT Gator don't need to go to the beach—they live on one! Their home is a houseboat on Triangle Beach, so they can go into the water to cool off whenever they want!* Tell children they can have their own beach party at school, but you will need their help.

- Have children use construction paper to make decorative cards. They can draw summertime pictures on the cards, use stickers or stamps, or glue tiny seashells or colored stones on them.
- Inside each card, attach a note for families telling about the beach party. Include information telling when and where it is. Suggest children wear swimsuits under their clothing or bring a change of clothing and a towel. Invite parents to come as “lifeguards” as children play in a wading pool, run through a lawn sprinkler, and build sand castles in a sandbox.
- Children can bring beach toys—balls, sifters, shovels, buckets, and floating toys—if they want.
- Have children help plan an itinerary for the day. List things they plan to do outdoors on chart paper. Children also can help plan and make a picnic lunch or snack.
- On the day of the beach party, take photographs throughout the day. Use the photos to make a class book about your pool party. Children can help you write captions for each picture in the book. Then they can sign their names as authors. Children might enjoy taking the class book home to share with their families.
- Some other fun books to share:
 - A Beach Day* by Douglas Florian
 - Moe the Dog in Tropical Paradise* by Diane Stanley
 - Sand Cake* by Frank Asch



Oral Language/Social Studies/Movement/Dramatic Play

Children pack their bags and are ready to roll on this imaginary trip.

Materials

- travel brochures
- travel props
- Going on a Trip Activity Sheet for each child

Going on a Trip

Say: *JT Gator knows a lot about travel. He has maps and a globe that show all the places in the world. Wherever JT goes, he brings back something special from that place to remember his trip. I wonder where JT will go next!*

- Ask children to describe family trips they have experienced.
- Then invite children to come along with you on an imaginary trip. Have them repeat each line after you. Perform appropriate actions as you recite.

We're going on a trip.

Would you like to come along?

We're going on a trip.

We won't be gone long.

We better pack a suitcase.

Put in some clothes to wear.

Don't forget your toothbrush and a comb for your hair.

Let's go out the door.

Now get into the car.

We're driving to the airport.

It's not very far.

Next get on a plane.

We take off in the sky.

I look out my window.

Wow! We're flying high!

We land and ride a bus.

It takes us to a boat.

We all set sail.

Hey! Now we are afloat!

We sailed for a week.

Our family had such fun.

Now we're home again.

Our family trip is done!

- Display several travel brochures for children to peruse. Have each child select a place for a trip.
- Have children role-play taking a vacation. Provide travel props for them to use such as suitcases, clothes, play cameras, tickets, and maps. Invite children to take turns showing the brochure to announce where they are going on their trip and then role-play how they would travel or what they would do when they arrived. Children can work together to role-play if they want.
- Reproduce the Going on a Trip Activity Sheet for each child. Tell children to take the activity home and circle only the pictures that show something they would pack in a suitcase if they were going on a trip. There is space for them to draw one picture of their own. Send a note home asking family members to help children identify and talk about each item pictured and bring the activity back to school in one or two days.
- Look for these books about going places and seeing things:

The Perfect Ride by Lady McGrady

The Relatives Came by Cynthia Rylant

It's time to celebrate our country's birthday and have a stars and stripes parade!

Materials

- large sheets of paper (size of one page of newspaper)
- blue and red construction paper cut in one-inch strips
- glue
- self-stick stars
- parade music
- crepe-paper streamers
- rhythm-band instruments
- stuffed toys and dolls
- wagons
- small flag

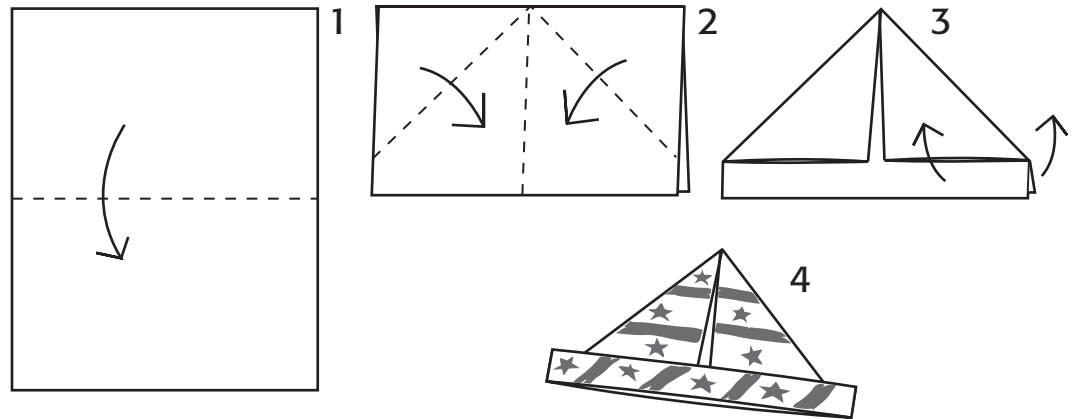
For 3-year-olds

Fold large sheets of paper beforehand, and have the hats ready for children to decorate.

Stars and Stripes

Tell children that the InvestiGators and Great Auntie Lu are all going to City Square for the parade. Rosalita will be dancing in the parade on a float and the others want to cheer her on as she passes. Chuck Wood helped build the float, so he wants to see his work on display.

- Ask: *Who would like to have a Fourth of July parade here at school? Let's get ready!*
- Explain to children that our country celebrates this day because many years ago on July 4, 1776, the Declaration of Independence was signed, making our country a free land. Every year we celebrate again to remember this special day that we call our country's birthday.
- Distribute sheets of paper. Help children fold the paper to make a parade hat.



- Have children decorate the hats by gluing on red and blue strips of construction paper and adding self-stick stars. Ask: *What do you think the stars and stripes stand for on your hats?* Point out the flag in the classroom.
- Prepare for the parade by having some children select rhythm-band instruments to play while others carry crepe-paper streamers and pull wagons with stuffed toys and dolls to round out the parade.
- Have your parade indoors or outside. Play parade music as children march around. Have one child lead the parade by carrying a small flag.
- After the parade is over, settle down with a good book, such as:

Parade by Donald Crews

Stars and Stripes: Our National Flag by Leonard E. Fisher

These fireworks are safe and colorful and fun to make.

Materials

- black construction paper
- colored chalk, oil pastels, or glitter sticks

Fancy Fireworks

Tell children that Great Auntie Lu showed Dilly and her friends how to make fireworks that were safe and fun to look at. Now she wants you to know how to make them too.

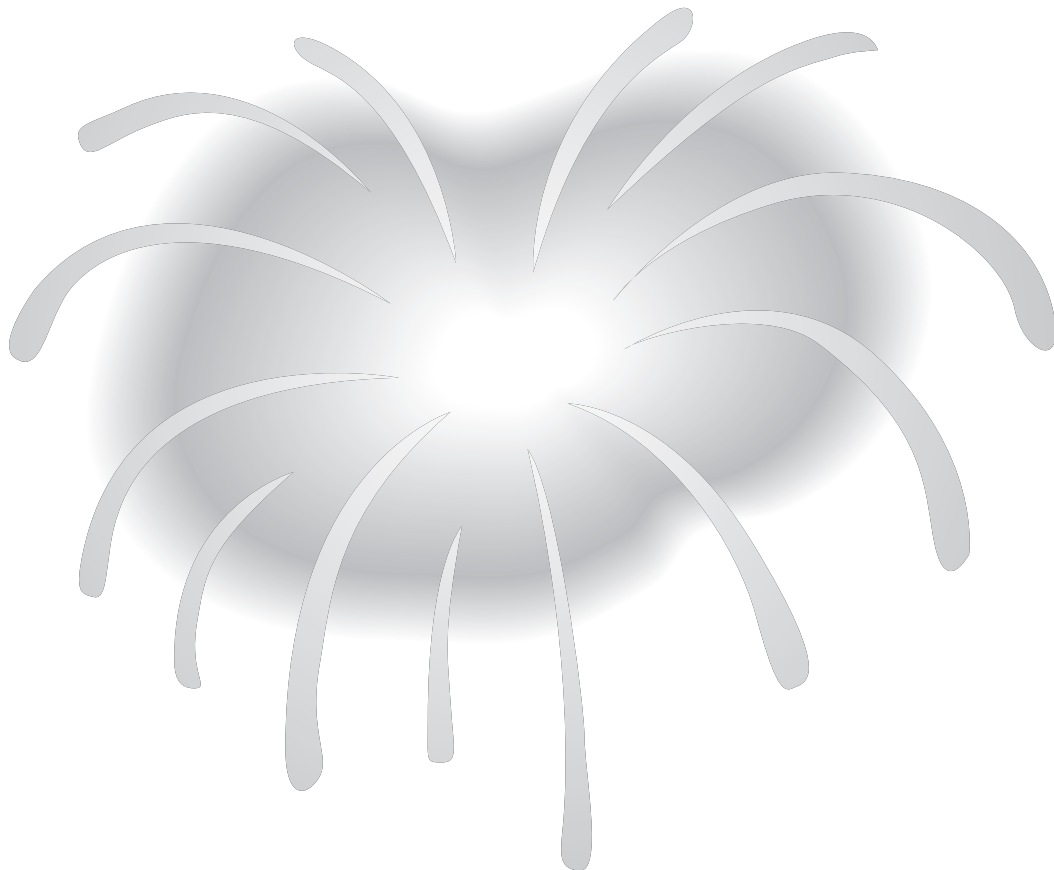
- Ask: *How many of you have seen fireworks in the nighttime sky?* Talk about different reasons why people set off fireworks. Then ask: *Why do you think it is always nighttime when the fireworks are shown?*
- Ask: *What color do you think the nighttime sky is?* Distribute the black construction paper. Tell children: *This will be our nighttime sky.* Then demonstrate how to use the colored chalk, oil pastels, or glitter sticks on the black paper to create fireworks.
- First draw three to five dots spaced apart on the paper. Then show how you can draw colored lines radiating out all around each of the dots. Children can share colors with one another to use a different color for each burst of fireworks. Have their lines almost touching one another to fill their nighttime sky.
- Teach children the following rhyme about fireworks:

Boom, crack, fzzzzz!

Fireworks light the sky!

See the sparkling bursts of light?

Hoorah for the Fourth of July!



Children learn the concept of "one more" while sorting summertime objects.

Materials

- sets of ten objects, such as seashells, seeds, stones, marbles
- plastic bucket
- Add One More Activity Sheet for each child

Add One More

Tell children that Manny Salamander says a rap about adding one more. He wants to teach the rap to them. Hold up fingers on each hand to show one more. It goes like this:

*If you add one more to **one**, then you have **two**.*

***Two** is more than **one**.*

*If you add one more to **two**, then you have **three**.*

***Three** is more than **two**.*

*If you add one more to **three**, then you have **four**.*

***Four** is more than **three**.*

*If you add one more to **four**, then you have **five**.*

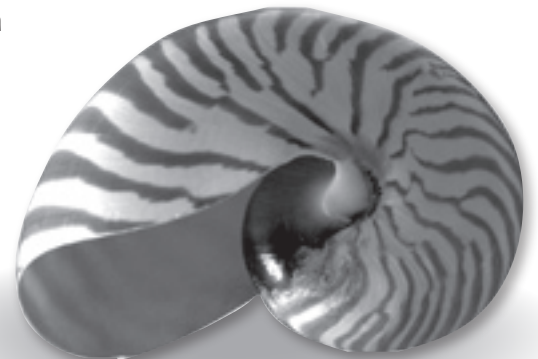
***Five** is more than **four**.*

(Continue up to ten.)

- Use objects to "add one more." Place sets of ten objects on a table (such as seashells, marbles, and seeds).
- Ask: *How many different kinds of objects do you see? Let's sort them into three different piles.* Have children sort.
- Choose one pile to begin. Place one seashell in a bucket and say: *There is one seashell in the bucket. Who can add one more? One and one more makes two.*
- Continue: *Now there are two seashells in the bucket. Who can add one more? Two and one more makes three.*
- Continue in the same manner until all ten seashells are in the bucket. Encourage children to count along with you. Repeat the process with another set of objects.
- Reproduce the Add One More Activity Sheet for each child. Explain how they will count the number in each row and then draw one more. Count again and write the number. Work with children as they complete the activity. Send the completed activity home so children can show their families how they learned to add one more.
- Share a book that is number-related, such as:

More Than One by Tana Hoban

Ten in the Bed by Jane Cabrera



Children use sign language to convey seasonal ideas.

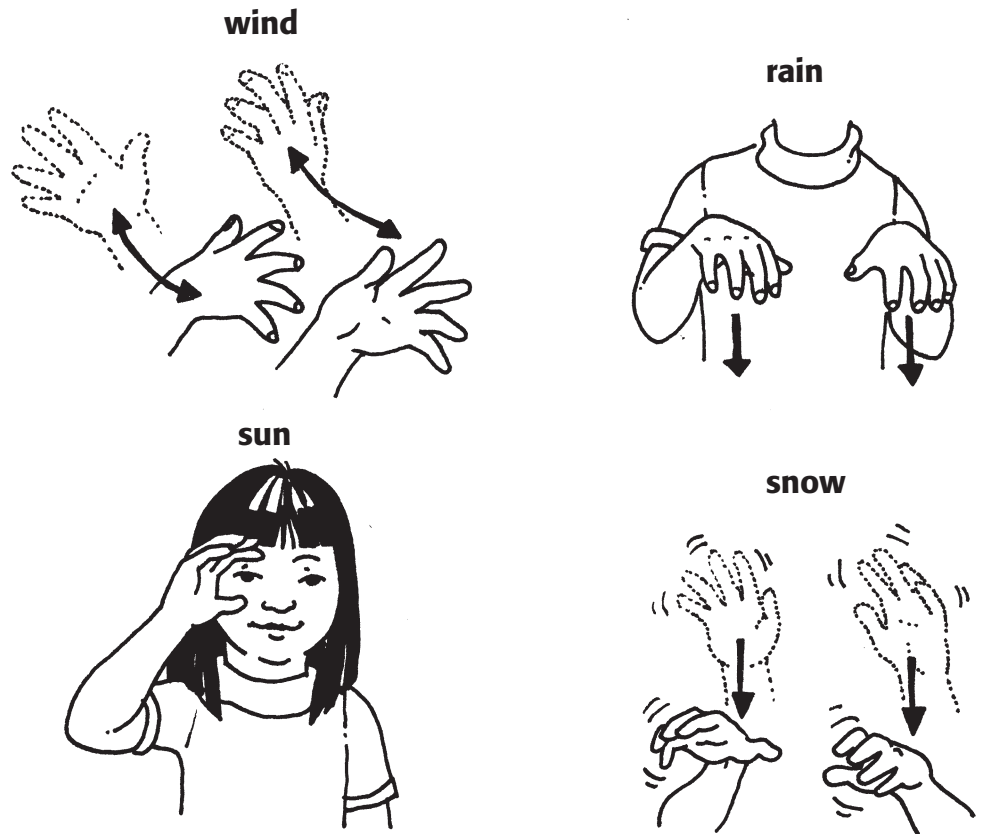
Materials

- pictures or line drawings to show rain, sun, wind, and snow
- seasonal objects (sunglasses, umbrella, kite, mittens, etc.)

Signs of the Seasons

Tell children that JT Gator loves to learn to speak all kinds of languages—especially sign language. He wants them to learn some signs too.

- Display four pictures that depict four kinds of seasonal weather: *rain* for spring, *sun* for summer, *wind* for fall, and *snow* for winter.
- Point to each picture as you identify it. Teach children to sign each word.



- Sign each word again, and ask children to identify it. Repeat until children can comfortably identify and sign with you.
- Then place weather-related objects on a table. Identify each with children. Invite one child to select an object for the others to name and sign the corresponding weather word. For example, for mittens, children will sign *snow*.
- You might want to add signing to your daily spoken weather forecast.
- Share a book with a weather-related theme, such as:

Rain, Drop, Splash by Alvin Tresselt

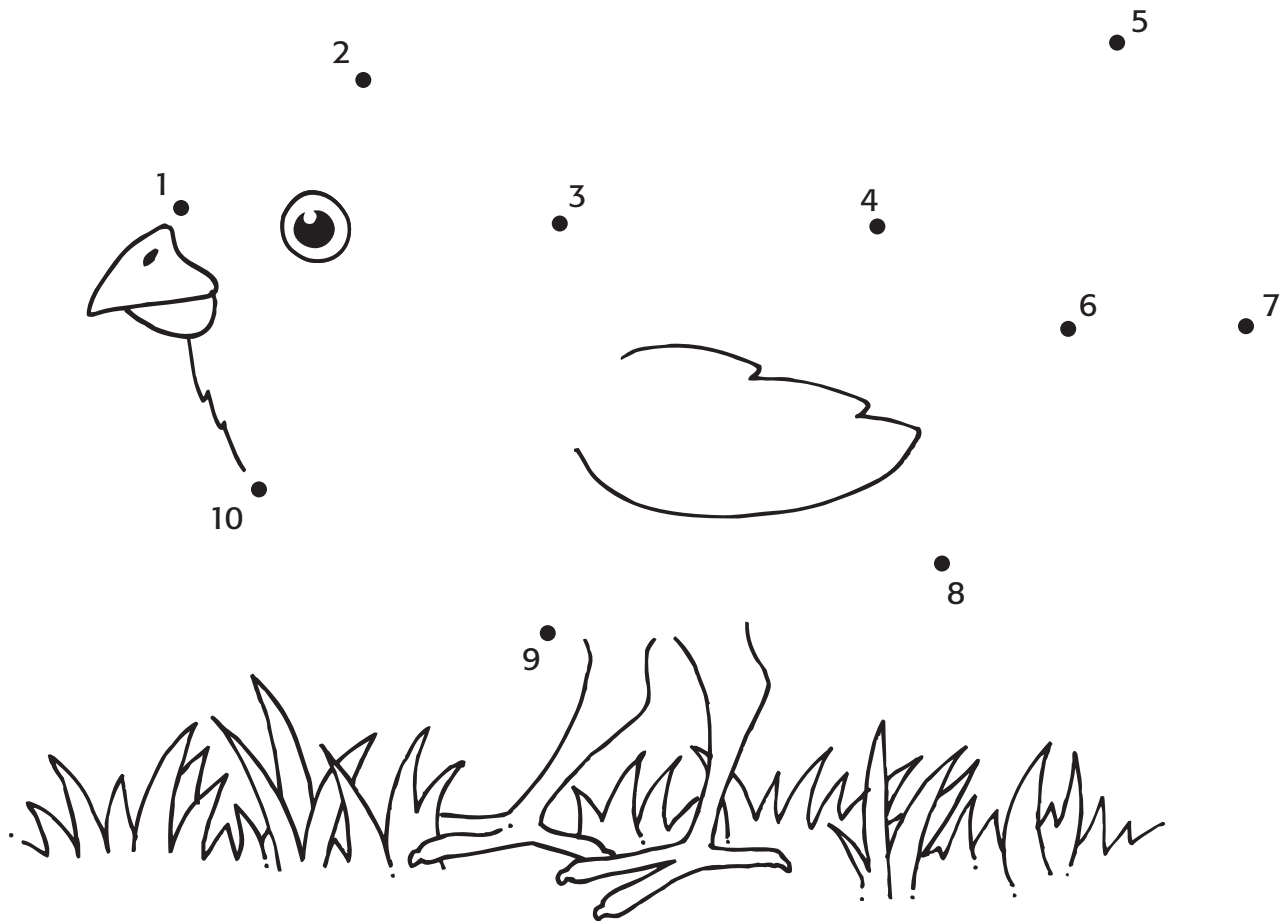
Snow by Uri Shulevitz

Each time a weather word is read in the story, have children sign it.

Name _____

Number Hunt

Draw lines to connect the dots from 1 to 10.
What did you find? Color your picture.



Investigation: Sensational Seasons/Part 1

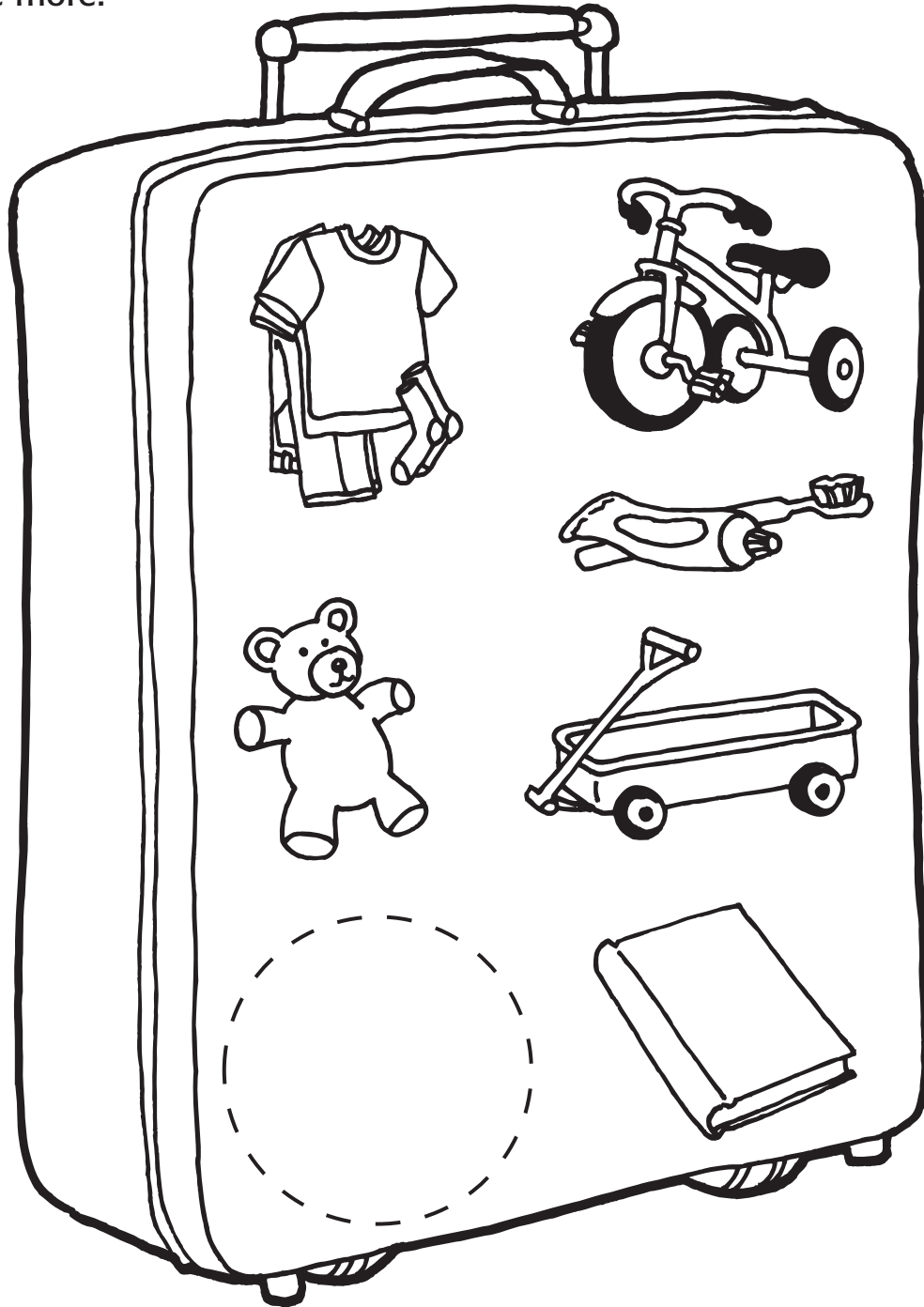
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Name _____

Going on a Trip

Circle the things you would pack in a suitcase.
Draw one more.



Investigation: Sensational Seasons/Part 1

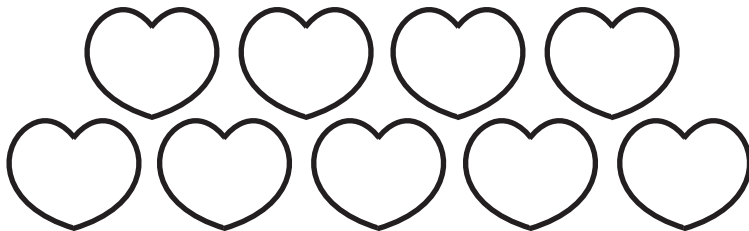
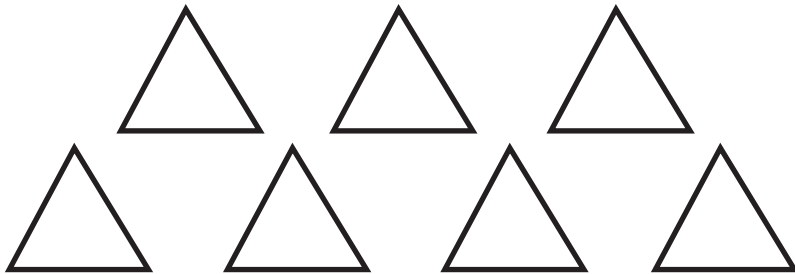
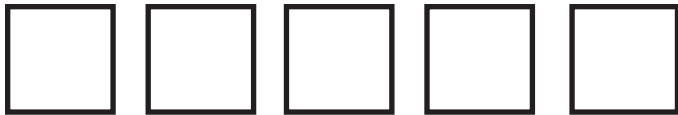
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Name _____

Add One More

Count the number in each row. Draw one more.
Count again, and write the number.



Investigation: Sensational Seasons/Part 1

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