

# Gee Whiz... Try It for One Day!



**Gee Whiz**<sup>TM</sup>  
Education

[www.geewhizeducation.com](http://www.geewhizeducation.com)

# Welcome to Gee Whiz Education

At Gee Whiz, we are excited that you are going to give our curriculum a try in your program for one day! This is a super easy way to see how the addresses all ages, all developmental areas AND helps you enhance the learning environment in your program.

Below you will see a box that contains the developmental areas the curriculum addresses and the associated picture codes. When you read the lesson plans, just look for these codes. They will tell you what developmental areas you are addressing as you do each experience. This makes documentation super easy and enables you to make sure you are addressing all developmental areas for all developmental levels on a consistent basis.

Following this page, you will find the lesson plans. **Items in red may need a little more time to prep or gather.** We hope you find them super easy to follow and a lot of fun! Please, feel free to reach out to us at [customerservice@geewhizeducation.com](mailto:customerservice@geewhizeducation.com) if you have any questions. We are excited to have you give the curriculum a try in your program!



## Gee Whiz Developmental Areas & Learning Indicators

-  Language Development (LD1, LD2, LD3, LD4)
-  Literacy Knowledge (LK1, LK2, LK3, LK4, LK5)
-  Math Knowledge (MK1, MK2, MK3, MK4, MK5, MK6)
-  Science Knowledge (SK1, SK2, SK3)
-  Approaches to Learning (AL1, AL2, AL3)
-  Logic & Reasoning (LR1, LR2)
-  Social Studies Knowledge (SS1, SS2, SS3, SS4)
-  Creative Arts & Music (CA1, CA2, CA3, CA4)
-  Social & Emotional Development (SE1, SE2, SE3, SE4)
-  Physical Development & Health (PD1, PD2, PD3, PD4, PD5)



This symbol indicates the experience addresses character education.

**Get Moving!**

This symbol indicates the experience helps children build gross motor skills.



This symbol indicates the experience can, or should, be done outdoors.

## DAY 1

Unit: Wonderful Nature

Today's Focus: Exploring Leaves, Branches & Sticks

Developmental Areas Addressed Today:



### Be Healthy & Safe!

Keep boxes of tissues in many different locations so you can always find one when you need it!

### Teaching Tip of the Day

Having daily "helpers" helps children learn responsibility for their learning community & friends.



### Transition Time

Have the children pretend to be leaves blowing in the breeze when moving from activity to activity today.

### Today's Vocabulary

Use some of these words in conversations with children today!

**leaves**    **branches**    **stick**

**veins**    **stem**    **color**



**As younger children participate in activities today, model language by...**

- Using words, such as those above, as children participate in the daily experiences.
- Encouraging children to make predictions as they create leaf prints (p. 9).
- Talking with children as they pound leaves (p. 9).

### Questions to Spur Thinking

- What do you think might be inside the bag? Why do you think that?
- What do you hear when I shake the bag?
- What do you smell?
- What do you feel?
- How did you find the tree that matches the leaf you are holding?
- How are the leaves the same? How are the leaves different?



Get Moving!

### Exploring Together: Lots of Leaves

(all ages, )

Materials:

- 1 leaf from each tree (and/or shrub) in your outdoor play space** (collect ahead of time and put in a paper bag)
- Ray the Park Ranger puppet, prepared** (see last page)

- Trees are truly amazing! Some are so tall they seem to touch the sky. Leaves are an important feature of deciduous trees because they help trees make food. During this experience, the children are going to explore how leaves are the same and how they are different. They will also hone their visual discrimination skills and practice following oral directions.
- Shake the bag containing the leaves with Ray the Park Ranger. As children show interest, invite them to join you. Introduce Ray and see what the children already know about park rangers. Then, challenge the children to guess what is inside the bag by listening. Can they figure it out? Then, open the bag just enough for them to smell inside. Can they guess what is in the bag by using their sense of smell? Finally, have the children put their hands into the bag. Can they guess what is inside the bag by touching? Hopefully, they will figure out that there are leaves in the bag. Invite the children to explore the leaves. Talk about the colors, textures, shapes, etc. If the leaves in your area change color in the fall, now would be a good time to incorporate this information.
- Next, head out to your outdoor play space and have Ray the Park Ranger introduce the game, "Match the Leaf to the Tree." To play, have the children take turns pulling a leaf from the bag. Invite the children to explore the leaf. Talk about the tree parts and then see if the children can work together to find the tree from which the leaf came. They can run around the play space looking for the tree. Then, when they think they found it, the children can compare the leaf to the leaves on the tree. Repeat, using a different leaf each time.
- **EXTENSION:** As adults, we know that there are many, many different types of trees in our world. The children may not realize this concept. Here is a great website to explore that helps the children learn about trees from around the world: <https://www.plt.org/educator-tips/teach-trees-activity-facts>



## Pound, Pound, Pound

(Toddlers–4 years, 🗨️ 😊 🧠 ❤️ ? 🖐️)

Materials:

- Fresh leaves** (feel free to have the children collect)
- Large sheets of white paper
- Toy hammers (if you have them) OR large metal spoons OR rocks OR other items you choose**
- Cutting boards (if indoors...see below)**

- Making and testing predictions is a scientific process children can engage in from the time they are little. This experience invites children to do just that. During this activity, the children will also utilize their senses to explore, build fine motor control and practice self-regulation.
- This experience will work best if done outdoors BUT you can do it indoors if you provide cutting boards or another surface that is safe for children to pound on. Interested children can fold their papers in half, put a few leaves inside the fold, close and then pound, pound, pound using their hands, toy hammers, large metal spoons, etc. As the children pound, challenge those who are more verbal to predict what they believe they will see when they open their papers. Then, have them open them to discover the results. How accurate were they? Now would also be a meaningful time to talk about colors.
- Advanced Preschoolers: Challenge these children to use words to compare their predictions to the actual results. This will help them build expressive language skills and vocabulary.

## A Leafy Sensory Bin

(Infants - 🗨️ 🎵 ❤️ 🖐️ 🧠)

Materials:

- Leaf Sensory Bin** - To make, simply put a bunch of nontoxic leaves in a plastic bin or tub.
- A sensory bin is a wonderful way for infants to explore! A leaf sensory bin will challenge infants to use their senses of touch, sight and even hearing and smell to learn about their world. Just be sure to supervise directly to make sure the infants do not try to taste the leaves!
- Sit on the floor with the infant and place the Leaf Sensory Bin in front of you. Watch to see what the infant does. Describe both the infant's actions as well as the leaves. This is an excellent way to expand the infant's receptive language skills. Note how the leaves look, feel and even smell and sound. Sing the song, "There Are Many, Many Leaves" (p. 30) as the infant explores. Keep the Leaf Sensory Bin for use later. If you have a lid, just put it on the bin/tub and store.

## Center/Small Group Activities

### Questions to Spur Thinking

- *What do you think you will see when you open the paper? Were your predictions accurate? Why or why not?*

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- *Which leaves do you think make the prettiest prints? Why do you think that?*

## Lovely Leaves

(Toddlers–4 years, 🗨️ 🖋️ 😊 ? 🧠 ❤️ 🖐️ 🗣️)

Materials:

- Large sheets of white paper, gluesticks/glue
- Assorted colors of paint-soaked sponges or folded paper towels in shallow dishes
- Assortment of fresh leaves (lots!)**
- This art experience challenges children to use their creativity and a common material (leaves) in a new way (as a painting/printing tool). At the same time, as children choose to participate in this experience, they will build fine motor control and explore colors in a meaningful way. There is also an opportunity for more verbal children to compare and contrast during this experience as well.
- To begin, set out all of the materials and watch to see which children show interest. Invite those that do to use the materials as desired to create art. Some children may choose to press the leaves on the paint-soaked sponges/paper towels and then on their papers to create prints. Others may choose to glue leaves on paper. Keep the experience open-ended. Adapt and modify based on the developmental levels of the children in your group.
- Toddlers/Twos: Many of these children will be nonverbal or have limited verbal skills. Be sure to describe the leaves these children use, the colors of paint they choose and the results. This is an excellent way to help them build receptive language skills.
- Threes/Fours/Advanced Preschoolers: These children can compare and contrast as they create with the leaves. How are the leaves the same? How are the different? You can also talk with these children about the parts of the leaves (e.g., veins, stem, etc.).

## Your Own Activities

**Ray the Park Ranger Puppet** - To prepare, cut along dotted lines, fold, tape on the top and side. You will put your hand in the pocket when using the puppet.

