

# School-Age Fun

## So Many Colors! Unit



# School-Age Fun Booklet

The experiences included in this booklet are designed for children in the KG to 3rd grade age group. These activities are not just fun, they are educational as well. Be sure to adapt and modify for your individual children as needed.

Below you will see a box that contains the developmental areas the experiences included in this booklet address and the associated picture codes. When you read the activity 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. Please see our User's Guide for more information on the 10 developmental areas and the 40 Gee Whiz Learning Indicators.

Following this page, you will find hands-on experiences for your school-age/afterschool children. **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.

## 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)
	and 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.



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



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



# So Many Colors! Unit

## Focus: Primary & Secondary Colors

### Color Mixing Station

(Developmental Areas:        )

#### Materials:

- Materials and equipment for a color mixing station** (clear plastic cups, small pitchers of water, washable paint, coffee stirring sticks or drinking straws, plastic pipettes (if you have them), paper towels, etc.)
- Notebooks, pencils
- School-age children love to experiment! This Color Mixing Station will not just invite the children to make and test predictions, it will also provide them with a meaningful opportunity to use writing to share information. As part of the experimentation process, the children will also need to problem-solve. Keep this experience very open-ended and invite children to share their discoveries with others.
- To begin, set up the Color Mixing Station using materials, such as those listed above. The idea of the station is for children to mix colored water to create new colors. It is also designed so they can test their ideas. As children notice the station, invite them pretend to be scientists as they create different colors of water and then mix them.
- As you observe, note each child's fine motor control while handling materials. You might also want to record an anecdotal note about each child's problem-solving skills and his/her ability to share materials. As the children make discoveries while mixing water, encourage them to write down the steps they took and the results in notebooks. Plan a time later when all of the children who engaged with the Color Mixing Station can share their discoveries with others.
- **EXTENSION:** This is a station you will want to keep open for several days. The more the children experiment, the more discoveries they will make! You will also need to plan a time for them to share their discoveries with others.

#### Questions to Spur Thinking

- *Why do you think this is called a Color Mixing Station?*
- *What is your favorite color? Why do you like that color best?*
- *What do you think is going to happen when you mix (color) with (color)?*
- *What was the most interesting discovery you made as you mixed colors?*

#### Questions to Spur Thinking

- *What color do you think the most people are wearing today? The least?*
- *Why do you think more people wear (color)?*
- *What colors do you think people will wear tomorrow? Why do you think that?*

### Creating a Color Graph

(Developmental Areas:         )

#### Materials:

- Long sheet of mural paper OR several large sheets of white paper taped together**
- Crayons/markers
- Everyday, we all wear clothing that contains different colors and patterns. The children will use this everyday occurrence to practice predicting, counting and much more as they use a graph to display information.
- What colors are you wearing today? Invite each child to describe the colors he/she is wearing. Compare and contrast the colors worn by the children. What color are the most people wearing? The least?
- Next, have the children work together to create a Clothing Color Graph. First, have them draw the lines for the graph. Then, on the left-hand side, have them print ascending numerals. Across the bottom, have the children use markers to print color words in the matching color. Explain to the children that every day, they will explore the colors people are wearing and then add that information to the graph. Each time a person wears a color, they will add a smiley face above that color name. Then, after several days, they will use the graph to gain insight into the colors worn by the most children, the least children, etc.
- Encourage the children to predict (before they start the graph) which color will be worn the most, the least, etc. Be sure to challenge the children to explain their reasoning.
- **EXTENSION:** Because this experience requires the children to gather data over multiple days, it will take more than one day to complete.

# So Many Colors!

## Focus: Colors in Nature



### Creating with Natural Colors

(Developmental Areas:        )

#### Materials:

- Large sheets of white paper
- Paint in shallow dishes (children will choose, or create, the colors)
- Items from nature (children will gather)

- The world is full of so many colors! This experience invites children to explore their own world to find different colors and then use those items to create works of art. In the process, the children will develop fine motor skills, utilize problem-solving and explore their world. The best part of this experience is that you can adapt it to where you live.
- To begin, take the children outside and invite them to describe the colors they see. As they do so, talk with them about the colors that appear a lot in nature. Are these the same colors that appear on their clothing? On toys? In books?
- Next, have the children seek out nature items they will then use to create art. The items they find will be different based on where you live. For instance, if you live where there are a lot of pine trees, the children might find pine cones. If you live near a beach, the children might find seashells or sea oats.
- After the children collect a variety of items, get out the paint. Be sure to provide bowls or cups and spoons the children can use to mix paint colors to create different shades and tints. For instance, if the children find a piece of pine bough, they may need to mix green, brown and white to create the "right" color. Once paints are mixed, the children can use them with the items to create art. Keep this activity very open-ended!
- **EXTENSION:** Have the children bring in additional items from their homes or neighborhoods & repeat the activity.

### Questions to Spur Thinking

- *What did you like best about this game?*
- *What other games could you play outside that involve colors?*
- *What color do you see the most when you are outdoors? Why do you think that is?*



Get Moving!

### Color Tag

(Developmental Areas:      )

#### Materials:

- None needed

- In general, children LOVE the game of Tag. This version is a little different because it uses colors. As children play, they will need to demonstrate self-regulation, follow simple rules and utilize gross motor skills.
- It's time for a game of Color Tag! To play, gather interested children together and explain how to play the game. Tell the children that they will all begin by running freely around your outdoor play space (if outdoors). Then, at some point, you will yell out a color. The children must then all try to find something that is that color to touch BEFORE you tag them. If you tag a child before he/she touches the color, then he/she becomes IT. If not, then you continue to be IT until you do tag another child.
- Once the children understand how to play the game, they can teach it to the younger children in your group. Pair a school-age child with a younger one as his/he "buddy" as you play the game.
- **EXTENSION:** This is a fun game to play over and over. If the weather is not nice, you can play it indoors instead. Instead of having the children run, they can crawl. This will slow down the game considerably!

### Questions to Spur Thinking

- *What colors do you see?*
- *How is the color of a (type) tree like the color of green paint? How is it different?*
- *Tell me about the items you found.*
- *What colors are you mixing to create the color of paint you want?*
- *Which nature item do you think made the best painting tool? Why do you think that?*

# B I N G O

				
				
				
				
				

				
				
				
				
				

Print out, cut apart and play BINGO with a friend!