

School-Age Fun

Fun with Fairy Tales 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 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.



Fun with Fairy Tales Unit

Focus: Familiar Fairy Tales



A Safety Issue

(Developmental Areas:)

Materials:

- ☐ "Goldilocks & the Three Bears" story (book or story props)

- When you think about it, there are some obvious safety issues related to the fairy tale, "Goldilocks and the Three Bears." This experience challenges children to question whether or not Goldilocks acted in a safe manner. Then, the door will be opened for you to talk with the children about safety as it relates to strangers and walking alone.
- Sit on the floor with the book or the story props and invite the children to guess what fairy tale you are going to share. Once they guess, "Goldilocks & the Three Bears," either read the book or share the story using the story props. Be sure to pause frequently during the story to encourage the children to share what happens next.
- After reading the story, ask the children if they think Goldilocks behaved in a safe manner during the story. For instance, do they think that it was OK for her to go for a walk in the forest by herself? Was entering the house of a stranger OK? Was eating food not offered by a trusted adult a good choice? These are the types of questions you can ask to get the discussion going. The children may even think of other actions that Goldilocks took during the story that were unsafe!
- Next, encourage the children to "rewrite" the story with Goldilocks making safe choices. As the children share their ideas, you can write them down on large pieces of white paper which can then be illustrated and stapled together to make a book. Once their new, safer version is prepared, the children can "read" it to the younger ones in your group.
- **EXTENSION:** Creating the book and illustrating it is going to take more than one day. You might even want to do the first version as a "draft" which the children then revise before illustrating.

Questions to Spur Thinking

- *What did Goldilocks do in the story that you feel was unsafe?*
- *What better choices should Goldilocks have made in the story?*
- *Why do you think it is unsafe to (action)?*
- *What do you like best about your new version of the story?*

Questions to Spur Thinking

- *What types of beans do you eat at home?*
- *How are the beans the same? How are they different?*
- *Which bean do you like best? Why did you choose that one?*

A Bean Tasting Party

(Developmental Areas:)

Materials:

- ☐ **Large sheet of white paper to make a graph**
- ☐ **Assorted beans to taste (your choice)**
- ☐ Marker
- ☐ "Jack and the Beanstalk" book or story props
- ☐ Plates, forks/spoons

- School-age children love fairy tales just as much as younger children. "Jack and the Beanstalk" is often a favorite because of the Giant and the magic beans. Use this as a springboard for a bean tasting party. As part of the tasting, have the children collect data about favorites and then use that data to create a graph.
- Sit on the floor with a "Jack in the Beanstalk" book or the story props. As children show interest, invite them to share what fairy tale you are going to share. Then, read the book or use the story props, to share the story. Be sure to pause frequently to talk about what the children think will happen next and why.
- After sharing the story, talk about the magic beans. Encourage the children to share what they would do if they had magic beans. Then, introduce the bean tasting party.
- Set out all of the different kinds of beans for the children to taste. Encourage the children to compare and contrast the beans before they taste them. Then, invite them to taste as many, or as few, as they want. Are any of the beans a type they eat at home? After the children finish tasting, have each child share his/her favorite. Record this data on a sheet of paper.
- **EXTENSION:** Have the children use the data gathered during the tasting party to make a simple graph titled, "Our Favorite Beans." Then, the children can read the graph to see what it tells them about which bean the most children liked, least, etc.

As always, be sure to check with parents/guardians before serving any foods.

Fun with Fairy Tales Unit

Focus: Creating New Fairy Tales

New Characters. New Stories.

(Developmental Areas:         )

Materials:

- ☐ **Fairy Tale Character Cards in a brown paper bag** - To create, print the character names from common fairy tales on index cards (e.g., Goldilocks, Jack, Giant, Wolf, Little Pig, Papa Bear, Cinderella, Hansel, Swan, etc.)
- It is so important for children to have the opportunity to use their imaginations! They will do just that during this experience where they put together characters from different fairy tales to make up new ones. Dramatic play is a big part of this experience. Think of it like improv comedy. This would be a very fun experience to video and then share with parents/guardians.
- Shake the bag containing the Fairy Tale Character Cards. As children show interest, invite them to join you. Have the children take turns pulling out the cards and reading the names of the characters. Can they accurately identify the names of the fairy tales from which each character came?
- Next, explain to the children that they are going to use the character cards to make up new fairy tales and then act them out. Put all the cards back in the bag. Shake it up and have the children pull out 3 cards. The children must then read the names of the characters and work together to create a very short story about them. This should be quite entertaining! Once they act out the story, they can put the cards back in the bag and pull out 3 more cards.
- EXTENSION:** Provide the children with index cards and markers/pencils. They can write the names of additional characters from fairy tales (or fables) to add to the bag to make the game even more interesting.

Questions to Spur Thinking

- What fairy tale did that character come from?*
- Which fairy tale character is your favorite? Why do you like that one best?*
- Tell me about the story you made up using the 3 character cards you pulled from the bag.*
- What did you like most about this game? How could we use the cards to play a different game?*

Questions to Spur Thinking

- What is your favorite part of the fairy tale, "The Three Little Pigs?" Why do you like that part best?*
- How did you change the story?*
- What new characters did you include in your version of the story? Why did you choose to include those?*

The 3 Little...

(Developmental Areas:        )

Materials:

- ☐ Large sheets of white paper
- ☐ Markers/crayons/pencils/colored pencils
- ☐ "The Three Little Pigs" book or story props
- This experience is also going to challenge the children to use their imaginations! They will also utilize both writing and drawing to share ideas with others. In the process of participating in this experience, the children will show what they know about story plot and character development.
- To begin, sit on the floor with the book or the story props for, "The Three Little Pigs." Invite interested children to look at the book/props and guess what fairy tale you are going to share. Before you begin reading the story, invite the children to share what they know about it. This is a very familiar story to many children.
- After sharing the story, invite the children to talk about the characters and the plot. Then, provide them with white paper and crayons/markers/pencils/colored pencils. Challenge each child to create a new version of this tale. For instance, one child might decide to create a fairy tale titled, "The 3 Little Porcupines" while another child might choose to write, "The 3 Little Sharks." Encourage the children to be creative and think "outside the box." They will need to create a rough draft of their story before finalizing it. Then, once the story is complete, they can create folded paper booklets, add the text and illustrate.
- EXTENSION:** Writing and illustrating their new stories will take several days. Once these are complete, provide these children with a time during the day when they can read their new stories to your group.



If I had a golden goose...

Write and draw about what you would do if you had a golden goose.