

School-Age Fun

Off to the Fair 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.



Off to the Fair Unit

Focus: Things to See at the Fair

What's Missing?

(Developmental Areas:       )

Materials:

☐ **Copy of the story props for, "A Fair Counting Story"**

- School-age children often enjoy playing games...especially if those games challenge them! This experience includes a game that will challenge the children's visual memory skills. Feel free to add your own images to the game to make it even more challenging.
- Sit at a table with the story props for, "A Fair Counting Story." For this age group, you will not be using the props to share the story. Instead, you will be using them to engage the children in conversations about what they know about fairs and then using them to play a game.
- Invite the children to explore the story props as you talk with them about fairs. What do they already know about fairs? What experiences do the children have attending fairs? These types of open-ended questions will help you gauge the children's level of background knowledge about this topic.
- Next, have the children pick out 5 or 6 images from the props to use to play the game, "What's Missing?" They may choose six different images or they may choose some that are the same. Let this decision be theirs. Then, have the children close their eyes as you remove one of the images. When the children open their eyes, they must name the image that is missing. Play again, using different images and/or more images. You can also make the game more challenging by removing more than one image at a time.
- **EXTENSION:** Play the game again tomorrow. Increase the number of images you remove each time to make the game more challenging.

Questions to Spur Thinking

- *What do you know about fairs?*
- *If you've been to a fair, please tell us about it.*
- *What types of animals do you think you might see at a fair? Why do you think that?*
- *If you were going to make a craft to show at the fair, what would that craft be? How would you make it?*

Questions to Spur Thinking

- *What animals would you expect to see at a fair?*
- *Why do you think you would probably not see an elephant at a fair?*
- *What questions helped you figure out what animal you were?*

What Animal Am I?

(Developmental Areas:      )

Materials:

- ☐ **Fair animal names printed on index cards** (e.g., horse, cow, sheep, goat, duck, rabbit, pig, etc.) - Make sure you have one card for each child. Duplicates are OK. If you have ELL/DLL children in your group, be sure to include the animal names in both English & their home languages.
- This game is really going to challenge the children to think and problem-solve! At the same time, it will help them learn more about the many different animals often shown at agricultural fairs. If your children are not familiar with this type of fair (or 4-H), please see pgs. 4 & 6 in the Teaching Guide for this unit.
- Spread out the cards you prepared ahead of time on a table and watch to see which children choose to join you. Challenge those who are reading to read the names of the animals printed on the cards. What is the same about all of the animals? Through your discussion, help the children recognize that all of the animals are types that you might see at an agricultural fair.
- Next, introduce the group game, "What Animal Am I?" To play the game, have all of the children face away from you. Use a loop of blue painter's tape or masking tape to attach one of the animal name cards to each child's back.
- Next, explain to the children that the object of the game is for them to figure out what animal they are by asking questions of their friends. These questions must be answered with a "yes" or "no." However, they can't ask a question like "Am I a cow?" Instead, they could ask something like, "Do I have 4 legs?" or "Do I hop?" See how long it takes the children to figure out the animals they are. Then, gather up all the cards, shuffle them up, give each child a different animal and play again.
- **EXTENSION:** Have the children choose additional animal names to extend this game. For instance, maybe they want to change the names of the animals to those that live in Africa or the Amazon rainforest. Let the children decide how they want to play the game in a different way and then provide support.

Off to the Fair Unit

Focus: Things to Do at the Fair



Cold and Sweet Fair Treat

(Developmental Areas:)

Materials:

- ☐ **Ice and a blender that will crush ice into "snow"**
- ☐ **Assorted fruit juices or purees** (e.g., orange, mango, grape, cherry, etc.)
- ☐ Large bowl and ice cream scoop or large spoon
- ☐ Paper/plastic cups and spoons

- Sometimes it is fun for school-age children to make a treat. In the process, they will practice following directions, make choices and share ideas with others. Today, you will be making snow cones with this group. Of course, involve the younger children in your group as well! You will want a blender that is capable of crushing ice into "snow." If you don't have one, ask your families. Someone might have one they could send in for the day.
- Snow cones are a sweet treat that you can often find at fairs. Today, the children will help prepare this sweet treat. Start by setting out the blender, ice and juices/purees. See if the children can predict what sweet fair treat they are going to help prepare.
- Next, show the children the ice. Encourage them to predict what they think will happen when you put the ice in the blender and turn it on. What will they see? Hear? Next, turn on the blender and challenge the children to describe what happens. Were their predictions correct?
- Pour the crushed ice ("snow") into a large bowl. Have each child use an ice cream scoop or a large spoon to fill a paper/plastic cup. Then, each child can choose the juices/purees that he/she wants to add to his/her snow cone. As the children make choices, encourage them to share why they are making them. Then, challenge all of the children to share what they like about snow cones as they enjoy them.
- **EXTENSION:** Snow cones made with juice or puree are a yummy treat that is not filled with refined sugar. Invite the children to think of other juices they would like to try and then make snow cones on another day.

Questions to Spur Thinking

- *Where do you usually get ice cream cones?*
- *What flavor of ice cream is your favorite? Why do you like that one best?*
- *How could you use these materials to play a different game?*



Get Moving!

Don't Drop Your Ice Cream!

(Developmental Areas:)

Materials:

- ☐ **Large serving/cooking spoons**
- ☐ **Styrofoam balls OR plastic balls that fit on the spoon**

- Playing group games is great for school-age children because it promotes following directions, working together and practicing self-regulation skills. This game will also challenge the children to demonstrate fine motor control and balance.
- Who wants to play, "Don't Drop Your Ice Cream!" To begin, talk with interested children about ice cream. If any of the children enjoyed eating ice cream at a fair, invite them to share their experience. Talk about the flavors of ice cream they chose. You can also talk about what happens when you are eating an ice cream cone and you either 1) walk or 2) it is very hot outside. We are sure the children have some stories!
- Next, designate a spot about 10-15 feet away that the children will need to walk to, go around and come back. It might be a lawn chair, a tree, a sand bucket on the ground, etc. Then, have each child place a ball on a large spoon and when you say, "Go!" they should start walking to that spot. If the "ice cream" falls off the spoon, they must return to the beginning and try again. This is NOT a race! Instead, it is just a fun game the children can play and challenge themselves to get better and faster each time they play.
- **EXTENSION:** Invite the children to use the spoons and balls to create their own games. As they do so, be sure to record anecdotal notes and/or make videos for their digital portfolios.

Questions to Spur Thinking

- *What do you think is going to happen when we put the ice in the blender and turn it on? Why do you think that?*
- *What juices and/or purees did you choose for your snow cone? Why do you like those best?*
- *What other juices/purees could we use to make snow cones?*



Use these blue ribbons in any way you would like!