

School-Age Fun

Super Shapes 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.



Super Shapes Unit

Focus: Exploring 2-Dimensional Shapes

Shapes with Friends

(Developmental Areas:       )

Materials:

☐ None needed

- Most school-age children should have a strong understanding of basic 2-dimensional shapes (e.g., circle, square, rectangle, triangle...). This experience challenges the children to take their knowledge and then work together to use their bodies to create big 2-dimensional shapes on the floor. For instance, 3 children may decide to lie down to create a triangle. As the children participate in this experience, they will need to work together, share ideas with others and problem-solve.
- Gather interested children together who would like to play a game. Before you begin the game, ask questions to see what the children already know about 2-dimensional shapes. Then, introduce the game, "Shapes with Friends."
- Explain to the children that they must work together to pick a shape and then use their bodies while lying on the floor to make that shape. For instance, if the children choose a circle, they must figure out how they can lie on the floor to make a big circle. This is going to require some problem-solving!
- Be sure to have your cellphone and/or a digital camera on hand to take videos or photos as the children work together. These would be excellent to add to their digital portfolios! As the children create different shapes, challenge them to share which are the easiest shapes to create and which are the hardest. Why do the children think that is?
- **EXTENSION:** Expand this activity to include different 2-dimensional shapes such as ovals, diamonds, pentagons, octagons, etc. Repeat the procedure and record the results.

Questions to Spur Thinking

- *What shapes are 2-dimensional shapes?*
- *Which 2-dimensional shape are you going to make first?*
- *Which 2-dimensional shape do you think was the easiest to make? Why do you think that?*

Questions to Spur Thinking

- *What shape is the piece of paper?*
- *What shape is the piece of paper after you folded it?*
- *What shapes do you think you will see when you unfold the paper?*

Fold 'N Find

(Developmental Areas:        )

Materials:

- ☐ White paper
- ☐ Crayons/markers/colored pencils

- School-age children love to create art! This experience will invite them to do just that while they explore 2-dimensional shapes in the process. As the children create, they will build fine motor control, make choices and predict results.
- Set out the materials listed above and see if the children can identify the shape of the paper (rectangle). Then, explain to the children that they are going to take a simple piece of paper in the shape of a rectangle and turn it into a piece of shape art. See if the children can predict how they might do this.
- Next, have the children fold their sheets of paper in any way they want. Some may fold in half lengthwise and then in half again. Some may fold diagonally and then in half lengthwise. The key is not how to fold the paper but to fold it in many different ways.
- Before the children open their folded papers, encourage them to predict what they might see. What shapes might they see? What patterns might they see? Then, have the children unfold their paper and compare their predictions to the actual results.
- Next, they can use markers, crayons and/or colored pencils to color in the folded sections in the paper. This will create beautiful works of art!
- **EXTENSION:** Provide paper cut in circular shapes, squares and triangles (in addition to rectangles) to extend the experience. How does the starting shape of the paper affect the end results?

Super Shapes Unit

Focus: Exploring 3-Dimensional Shapes

A Sugar Cube Experiment

(Developmental Areas:        )

Materials:

- ☐ **Sugar cubes**
 - ☐ **Water (warm and cold), vinegar, lemon juice, cooking oil, milk, etc.**
 - ☐ **Small paper plates and/or bowls**
 - ☐ **Notebooks and pencils**
- This experience opens the door for the children to learn about a specific 3-dimensional shape ... the cube. As the children explore this shape, they will also conduct a simple experiment. When writing down their predictions and the actual results, they will be important literacy skills. They will also make and test predictions as they explore.
 - Give each child a sugar cube to explore. Do any of the children know what shape the sugar cube is? Do they know what makes a cube a cube? Through their exploration, help them figure out that a cube has all sides the same. Can the children think of any other items that are cubes?
 - Next, explain to the children that they are going to use the sugar cubes to conduct an experiment. First, the children will put a sugar cube on each paper plate or in each bowl. Then, they will predict what they think is going to happen when they pour 2 tablespoons of different liquids on the cubes. For instance, what do the children think will happen when they put 2 tablespoons of vinegar on a cube? The children will write down their predictions and then conduct their experiment. As they observe, they will write down their observations as well. How accurate were their predictions?
 - **EXTENSION:** Invite the children to suggest other liquids to test on the sugar cubes. Then, have them test those and compare the results to previous ones.

Questions to Spur Thinking

- *What do you know about counting by fives and tens?*
- *Why do you think it is important to know how to count by fives and tens?*
- *Which do you find easier ... counting by fives or counting by tens? Why did you make that choice?*

Questions to Spur Thinking

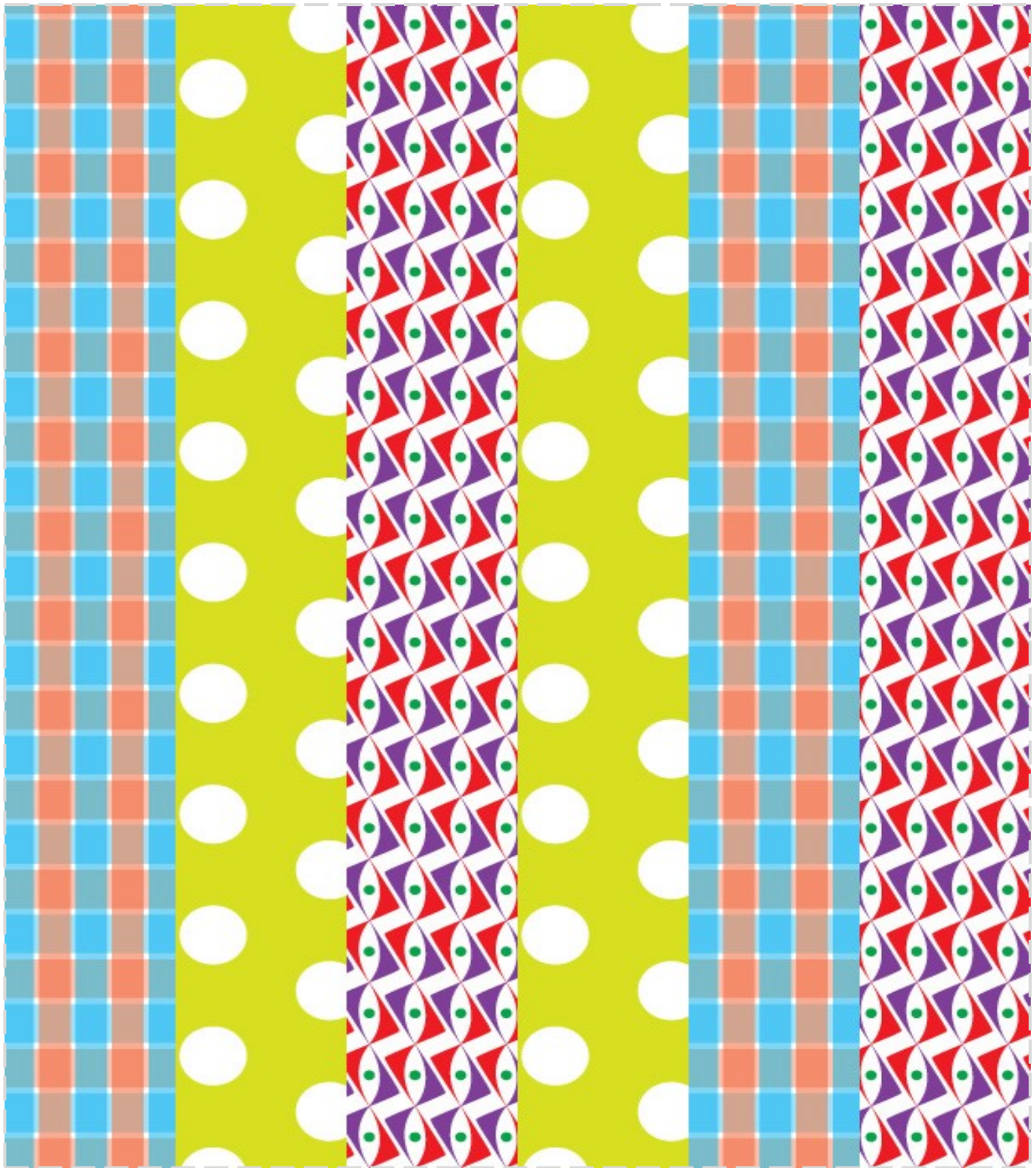
- *What items can you think of that are cylinders?*
- *How are cylinders different from circles?*
- *How did you choose to use the cylinders to create?*
- *If you did not have paper towel rolls, how could you use construction paper to make cylinders?*

Cylinder Creations

(Developmental Areas:         )

Materials:

- ☐ **Paper towel rolls, wrapping paper tubes**
 - ☐ **Construction paper, old newspaper**
 - ☐ Tape (assorted types)
 - ☐ Yarn/string
- School-age children need to have the opportunity to make choices and create. This experience invites them to do both of these things while exploring another 3-dimensional shape ... the cylinder. In the process, the children will need to make choices, test ideas and share results with others.
 - Show the children a paper towel roll and invite them to talk about this item. Where have they seen these types of rolls before? How do they think paper towel rolls are made? What shape is this item? Use this discussion to talk about cylinders. Invite the children to talk about other items you may have in your program or they have at home that are cylinders. Then, invite the children to create!
 - Set out all of the items listed above and invite the children to use them as desired to create Cylinder Creations. There is not "right" or "wrong" way for the children to do this. In fact, you want the children's creations to be very different. After all, they are a product of the children's imaginations! As the children work, they will need to problem-solve. How will they stick/adhere their cylinders together? What happens if their creation gets too heavy on one side? What will they need to do to fix it? Once their creations are finished, be sure to plan a time when they can present them to the group.
 - **EXTENSION:** Be sure to give the children more than one day to work on their creations.



Use these pattern strips to create 3-dimensional art. Cut additional strips from wrapping paper to make your paper sculpture even more amazing!

