

# School-Age Fun

## Rhyme Time Unit



Little Miss Muffet



Little Jack Horner



Wee Willie Winkie



Jack Be Nimble












# 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.



# Rhyme Time Unit

## Focus: Exploring Rhyming Words

### Find It. Rhyme It!

(Developmental Areas:         )

#### Materials:

☐ None needed

- School-age children should have a fairly good understanding of rhyming words. This experience challenges to expand upon their knowledge and put it to use as they play an active game. As you observe, you will be able to evaluate which children have a strong grasp of rhyming and which are still working on this concept. The children will also need to problem-solve as they play this game and share their discoveries with others.
- Who wants to play a game? Pose this question to the children and invite those who show interest to join you. Introduce the game, "Find It. Rhyme It!" Explain how the game works to the children. Tell them that you are going to count backwards from 20. While you are counting, each child should find an item in the room to bring back to the group with them. The item they choose should be one they believe they can also name a word that rhymes with it. For instance, if a child chooses a ball, he/she would need to come up with a word that rhymes with *ball*.
- Once the children understand how the game works, it is time to play. Start counting backwards from 20 as the children find their items. Then, once you get to 0, everyone must return to their place. Next, go around the group and challenge each child to think of just one word that rhymes with the item he/she found. If the child is having trouble, invite the group to help. Once the child thinks of one word, then the group can see if they can think of others.
- Have the children return their items where they found them and play again. As the children play this game, they will quickly discover that some items are easier to rhyme with than others. For instance, it would be easy to rhyme with the word *cat* (plush cat) but much harder to rhyme with the word *pillow*.
- **EXTENSION:** Play this game several times over the next few days. The children should get better as they play. If the weather is nice, play the game outdoors as well.

### Questions to Spur Thinking

- *What did you like most about this game?*
- *Why do you think some words were easier to rhyme with than others?*
- *Do you think there are any words that you cannot rhyme with? What do you think they are? Why do you think that?*

### Questions to Spur Thinking

- *What is your favorite animal Dr. Seuss book?*
- *Why do you like that one best?*
- *What does Dr. Seuss do when he can't find a word to rhyme with a word he is using?*
- *What make-believe rhyming words can you think up?*

### Dr. Seuss ... A Rhyming Master

(Developmental Areas:         )

#### Materials:

☐ **Assortment of books by Dr. Seuss**

- Dr. Seuss is truly a rhyming master! His books feature tons of rhyming words and great rhythm. Today the children will explore Dr. Seuss books while also recognizing that some of the words he uses are not real ... he made them up in order for them to rhyme. This exploration will challenge the children to read new words (if developmentally appropriate), explore rhyming patterns and share discoveries with others.
- Put out an assortment of Dr. Seuss books for the children to explore. As the children look at the books, talk with them. Which books are familiar? Which are not? What do the children like about Dr. Seuss books?
- Next, pick one of the books to read to the children. If possible, choose one the children are familiar with. See if the children can fill in the rhyming words as you read the story. Then, after sharing, have the children look at the text. Challenge them to find the words that rhyme and encourage them to describe the letter patterns they see in these words. As you do this, talk about whether the words are real or made up.
- Invite the children to each choose a Dr. Seuss book to explore. See if they can independently find rhyming words in the text and tell you if those words are real or made up. For children who are not quite yet ready to read independently, you can either pair these children with children who are reading or you can work with them independently.
- **EXTENSION:** Invite the children to bring in additional Dr. Seuss books from home to explore. If they do not have any books, perhaps you could pick up some at the local library.

# Rhyme Time Unit

## Focus: Lesser Known Nursery Rhymes

### Lucy Locket

(Developmental Areas:         )

#### Materials:

- ☐ **Felt + darning needles + ribbon + embroidery floss**
- ☐ **Scissors that will cut felt - supervise directly**

- Learning lesser known nursery rhymes (and their meanings) is fun for school-age children. During this experience, the children will learn the nursery rhyme, "Lucy Locket" and then use art materials to make their own pockets. As the children participate, they will build literacy skills, fine motor control and demonstrate persistence...because sewing is challenging!
- Who wants to learn a new nursery rhyme? Gather interested children together and share the rhyme, "Lucy Locket."

#### LUCY LOCKET

Lucy Locket lost her pocket,  
Kitty Fisher found it;  
Not a penny was there in it,  
Only ribbon round it.

- After sharing the rhyme, encourage the children to talk about what they think it means. For many, losing a "pocket" seems impossible! Explain that from the 17th to the 19th centuries, women would wear a "pocket" around their waist that hung from a ribbon. If you want to use the internet to show the children photos of what these pockets looked like, please do so!
- Next, invite the children to use the felt and other materials you collected to make their own pockets. You may need to help with cutting and threading of needles. Teach the children how to do a simple whip stitch to sew the sides of their pockets together. They can also stitch on a piece of ribbon so that their pockets can be worn around their waists.
- **EXTENSION:** The children will more than likely need to work on their pockets for more than one day.

### Questions to Spur Thinking

- *What do you think it means when we say a food is "lean?"*
- *Why do you think it is not a good idea to eat a lot of fat?*
- *Which types of foods does your family enjoy eating at home?*

### Jack Sprat

(Developmental Areas:         )

#### Materials:

- ☐ **Grocery store sale flyers and/or old magazines**
- ☐ **2 large white paper plates for each child**
- ☐ Gluesticks
- ☐ Access to a computer/tablet

- "Jack Sprat" is another great nursery rhyme for school-age children to explore because it opens the door for discussions about "lean" and "fatty" foods. School-age children are old enough to begin making smart food choices. This experience invites them to practice determining if a food is "lean" or "fat" and then making collages to show what they know.
- Invite those children who are interested to learn a new nursery rhyme, "Jack Sprat." Recite the rhyme and once the children feel comfortable, they can recite it with you.

#### JACK SPRAT

Jack Sprat could eat no fat.  
His wife could eat no lean.  
And so between the two of them, you see,  
They licked the platter clean.

- After sharing the rhyme, encourage the children to talk about what they think it means. Use this to open the door for discussions about "lean" and "fat." Then, use the internet to search to see how much "fat" different foods have. Focus on saturated fats.
- **EXTENSION:** Provide the children with the materials listed above and invite them to create two collages ... one of foods that are high in fat and one of foods that are lean. The children might need to have access to a computer or tablet so they can research to see if a food they pick out to add to their collages it "fat" or "lean." Once the collages are complete, invite each child to present his/hers to the group.

### Questions to Spur Thinking

- *How do you think Lucy lost her pocket?*
- *Could you lose your pocket? Why not?*
- *Who do you know that likes to sew?*
- *What are you going to put in your pocket when it is finished?*



d h j l b

Cut on all dotted lines. Feed the strip of letters through the slit to make a rhyming word machine!