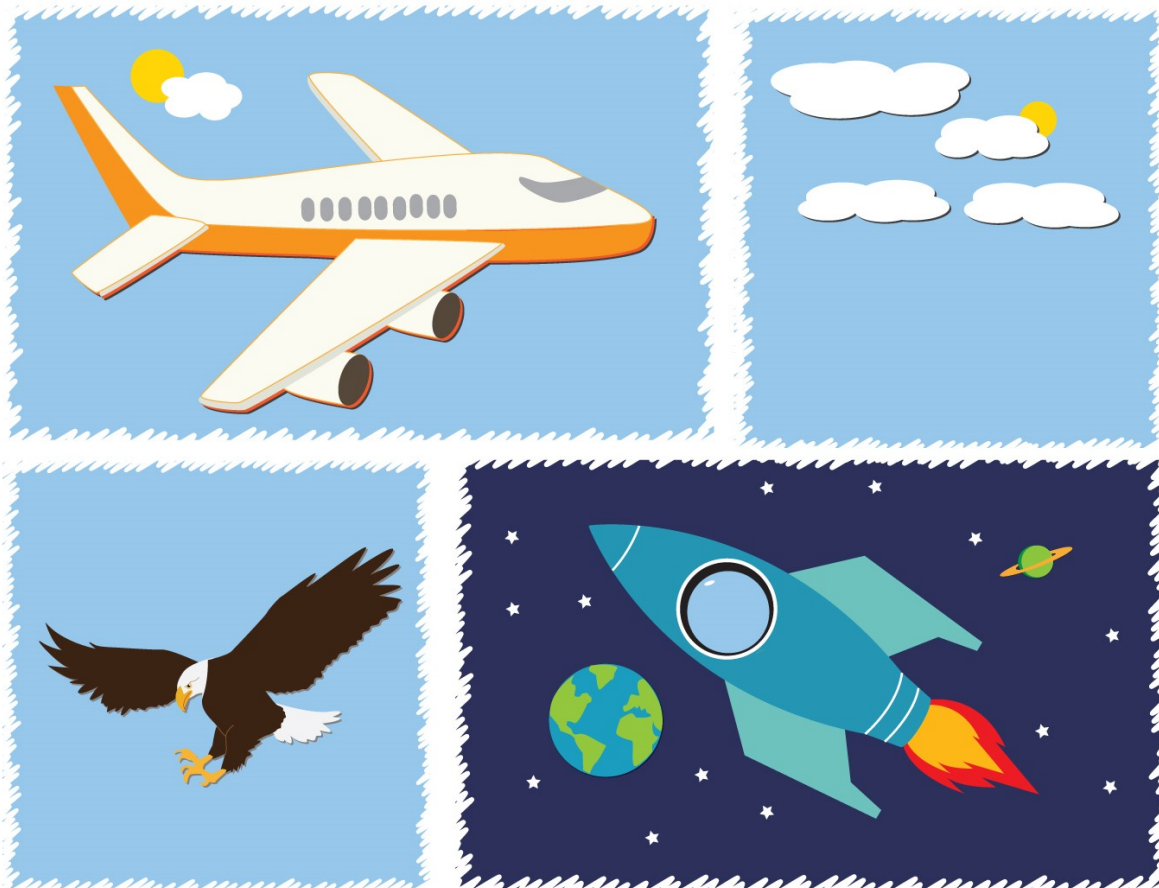


School-Age Fun

Look Up! 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)



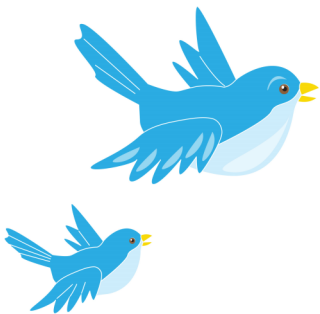
This symbol indicates the experience addresses character education.



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



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



Look Up! Unit

Focus: Things That Fly

Paper Airplane Explorations

(Developmental Areas:         

Materials:

- Tape measures and/or measuring tapes**
- White paper, tape

- Many school-age children know how to make paper airplanes. What they may not know, is that you can make paper airplanes in many, many different ways. This experience will challenge children to come up with new ways to use paper and tape to create airplanes they can fly. They will then use measurement to assess which airplanes fly the best and use language to explain why.
- Sit at a table and fold a sheet of white paper into a very simple airplane. As children show interest, invite them to join you. Talk about what you are doing and invite the children to talk about their experiences making paper airplanes.
- Next, invite the children to use paper (and tape, if desired) to make their own paper airplanes. As they create, remember there is no “right” or “wrong” way to do this. While there may be ways that work better than others to fold the paper, be sure to keep the experience open-ended so the children can explore and test their own ideas. Who knows ... maybe one of them will come up with an even better way to make a paper airplane!
- Once the children finish their airplanes, they can test them to see how far they will fly. Have tape measures or measuring tapes on hand for them to use. Which planes flew the farthest? Why do the children think that is? If a child’s plane did not fly very far, encourage them to make adaptations but do not tell them what to do. Let them come up with their own ideas to test. This is very important!
- **EXTENSION:** Set up a paper airplane creation stations with different types of paper and tape. Encourage the children to test their ideas using different materials and different folding processes.


Questions to Spur Thinking

- *What do you already know about making paper airplanes?*
- *Why did you choose to fold your paper in that way?*
- *How far do you think your paper airplane will fly? Why do you think that?*

Questions to Spur Thinking

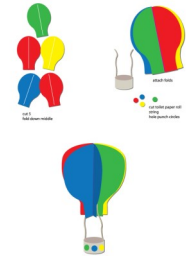
- *What do you know about hot air balloons?*
- *What do you think it would be like to ride in a hot air balloon?*
- *How did you choose the colors for your hot air balloon?*

Beautiful Hot Air Balloons

(Developmental Areas:      

Materials:

- Paper towel rolls**
- Hot air balloon patterns, prepared** - Trace the pattern on p. 6 onto thick paper and cut out. Make enough patterns for the children to share.
- Assorted colors of construction paper or other craft paper
- String/yarn + tape
- Access to a computer or tablet



- Hot air balloons are amazing and beautiful to see! With so many colors and designs, hot air balloons are truly one of the most beautiful flying “machines.” This experience invites the children to learn more about how hot air balloons work and then invites them to create their own hot air balloon craft. Remember ... a craft is not “art.” Instead the goal behind creating a craft is to help children learn to follow directions while they build fine motor control.
- Gather interested children around your computer or tablet. Pull up a video about how hot air balloons work, such as this option: <https://www.youtube.com/watch?v=ErW1mazb5lo>
- After watching the video, encourage the children to share their own experiences with hot air balloons. Some may have been lucky enough to see a hot air balloon flying in the sky. Encourage the children to share what they think it would be like to ride in a hot air balloon. Would they like it? Why or why not? Next, provide the children with the materials above and invite them to use them to create their own hot air balloons. First, they will need to use the pattern to cut 4 sections for their balloon. They will then fold each balloon in half and glue (or tape) the folded sections together to create the balloon. Then, they will cut a section of paper towel roll for the basket and use pieces of string to attach the basket to the balloon. Finally, they will add a piece of string/yarn to the top.
- **EXTENSION:** This is definitely a 2 day project!

Look Up! Unit

Focus: Critters That Fly

Get Moving!

Flying Squirrel Tag

(Developmental Areas:       )

Materials:

Access to a computer or tablet

- Did you know that some squirrels can actually fly? They can! This experience will expose children to flying squirrels and then invite them to participate in a very active group game! Hopefully the weather will be nice in your area today so they can play this game outdoors. As the children play the game, they will need to demonstrate self-regulation, practice following directions and cooperate.
- If you have squirrels in your area, position yourself near a window and look out. As children show interest, explain that you are looking for squirrels. If the children see any squirrels, encourage them to describe what they are doing, how they are moving, etc. Then, ask the children if they knew that some squirrels could fly.
- Go to the computer or get your tablet and pull up a video of flying squirrels, like this one: <https://www.youtube.com/watch?v=NR4JYGUdbWE>. After watching the video, encourage the children to share what they learned. What do they think it would be like if they could fly like a flying squirrel?
- Next, introduce the group game, "Flying Squirrel Tag." To play the game, choose one child to be "It." The other children will pretend to be flying squirrels as they "fly" away from the child that is "It." Once the child that is "It" tags another child, that child becomes "It" and the game continues.
- **EXTENSION:** The children will more than likely enjoy this game and will want to play it more than one time.

Questions to Spur Thinking

- *What do you know about pelicans?*
- *What would you like to learn about these birds?*
- *How many fish do you think a pelican could hold in its beak at one time? Why do you think that?*

Scooping Like a Pelican

(Developmental Areas:        )

Materials:

Access to a computer or tablet

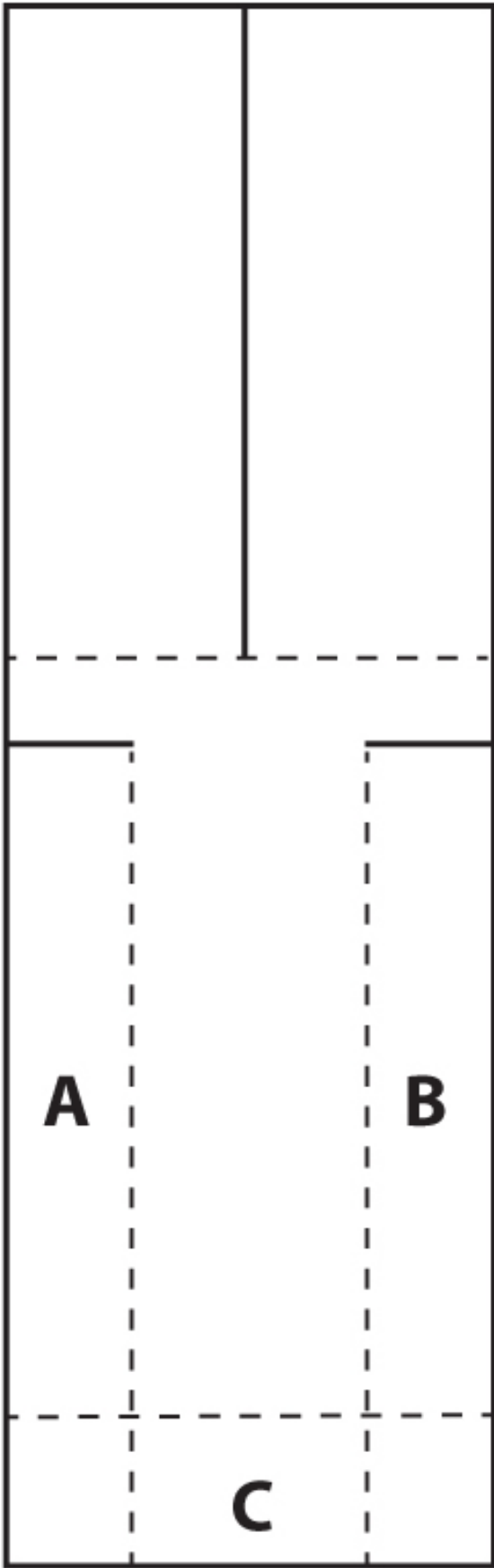
Soup (prepared, your choice) + fish-shaped crackers

Bowls and spoons

- There are so many species of birds in our world! Today the children will learn about just one of them ... the pelican. Pelicans are very unique and interesting. The children will use technology to learn more about these interesting birds and then pretend to be pelicans as they "scoop" fish-shaped crackers from soup. Never forget...school-age children like to pretend just as much as younger ones!
- To begin, put some soup in each child's bowl and allow to cool while you talk about another interesting animal that flies ... the pelican. Look up a photo of a pelican on the computer or tablet. Children who are writing can type the word *pelican* in Google Images or another search site. As photos of pelicans appear, invite the children to share what they know about these interesting birds. Talk about how pelicans use their very large beaks to scoop up fish.
- Next, invite the children to put fish-shaped crackers into the cooled soup in their bowls. If you want to add an element of math, have the children count the fish. Then, have the children pretend to be pelicans as they scoop the fish-shaped crackers from the soup with their spoons. As they eat, the children can count to see how many "fish" they catch each time.
- **EXTENSION:** If the children enjoy this activity, you might want to serve a different type of soup and repeat.

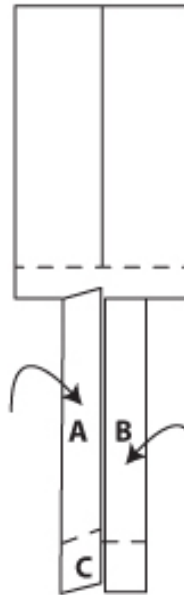
Questions to Spur Thinking

- *How is a flying squirrel like a regular squirrel? How is it different?*
- *If you could be a flying squirrel, where would you fly?*
- *What do you think it would be like to have wings?*
- *What did you like best about this game?*

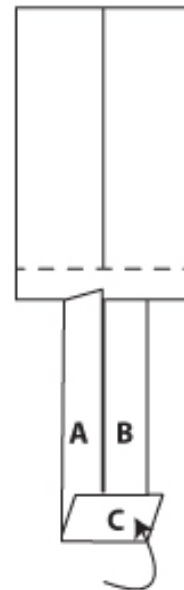


Cut on solid black lines.

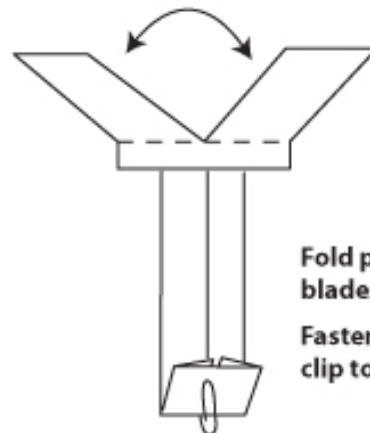
Fold on dashed lines.



Fold A and B to middle.

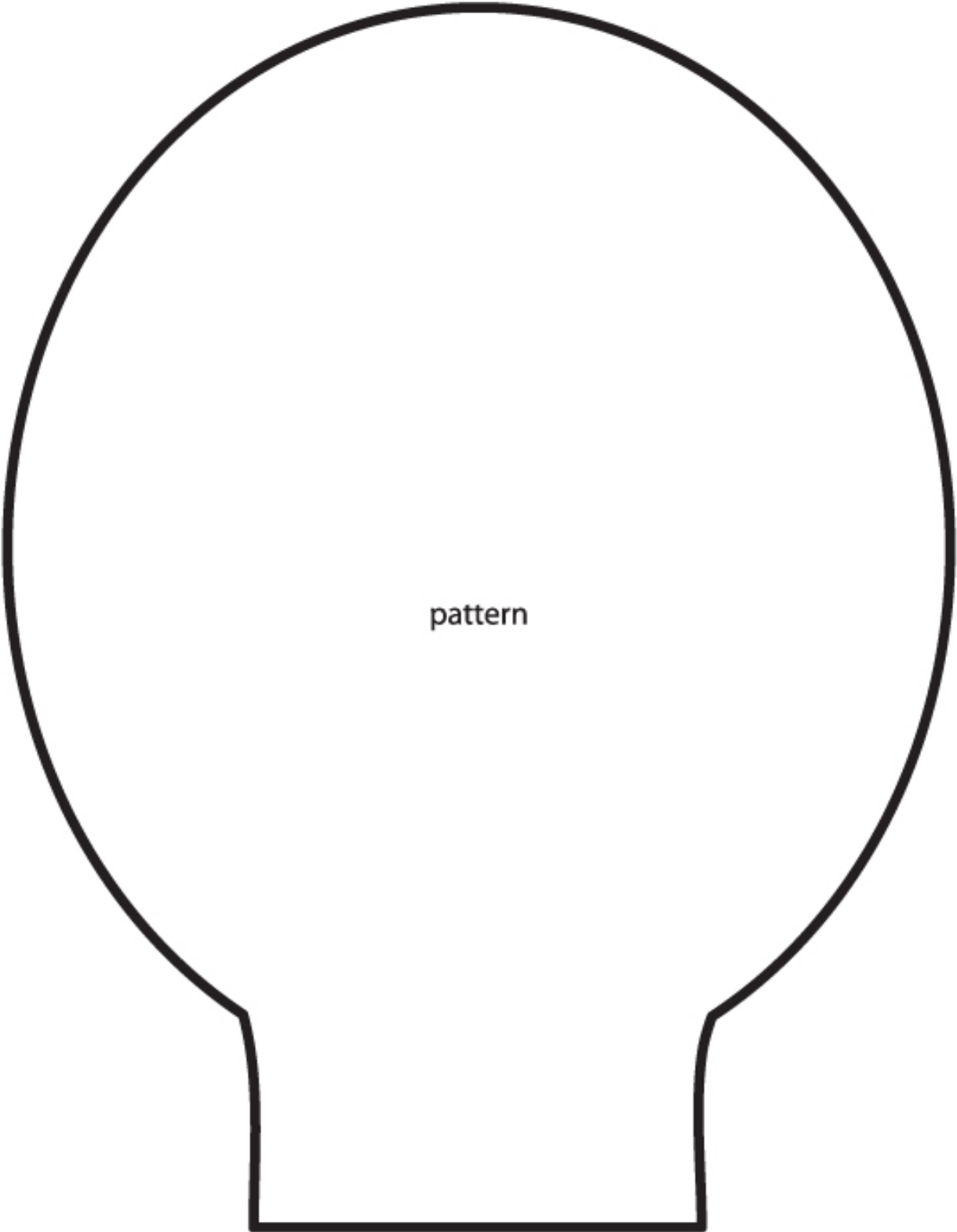


Fold C up.



Fold propeller blades outward.

Fasten paper clip to bottom.



pattern