

# School-Age Fun

## Fun in the Kitchen 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](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.

**Get Moving!**

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



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



# Fun in the Kitchen

## Focus: Chefs Cook in Kitchens

Get Moving!

### Catch It in Your Toque

(Developmental Areas:       )

#### Materials:

- ☐ Large sheets of white paper, tape
- ☐ **Cotton balls or pom-poms**

- This unit opens the door for children to learn more about chefs and how their careers center around the kitchen. This experience exposes the children to information about what it means to be a chef and then use this information to play a fun game with an item many chefs wear ... a toque. During this experience, the children will build fine motor skills and eye-hand coordination while demonstrating self-regulation skills and cooperation with others.
- The internet can be a great source of information! If you children are not familiar with what a chef does, here is a link to a short video you might want to share: <https://www.youtube.com/watch?v=MBUuFjQC58Q>. After watching the video, invite the children to talk about what they think it would be like to be a chef (in this case, at the White House!)
- Next, talk about how many chefs wear a tall hat called a toque. If you want, show the children a picture of a toque on the internet. Then, provide the children with white paper and tape and invite them to make their own toques. It is OK if all of the toques do not look the same! Let the children be creative.
- Once the children finish their toques, introduce the game, "Catch It in Your Toque." Provide them with cotton balls or pom-poms. The children can either divide into pairs (or groups) and then take turns trying to toss cotton balls or pom-poms into each other's toques OR they can try to toss the cotton balls or pom-poms in the air and catch them in their own toques. As the play, engage the children in conversations. What works well? What does not?
- EXTENSION:** First of all, the children will definitely enjoy playing this game and will probably want to play again tomorrow. To add an element of math, have the children count the number of cotton balls or pom-poms they can catch in their toques in a specific number of time (e.g., a minute, 5 minutes, etc.).

### Questions to Spur Thinking

- Tell me about your menu.*
- What other dishes might you offer at your restaurant?*

### Menu Makers

(Developmental Areas:       )

#### Materials:

- ☐ White paper, construction paper
- ☐ Markers/crayons/colored pencils
- ☐ Old magazines/grocery store sale flyers
- ☐ **Take-out menus from local restaurants**

- This experience combines math, literacy, social studies and so much more. As the children pretend to be chefs and design their own menus, they will share their ideas through writing and illustrations. Because menus almost always include prices, math is incorporated as well.
- To begin, set out the take-out menus from local restaurants and invite the children to explore them. Those who are readers should be able to read the menus. For those who are beginning readers, take time to read the menus for the children, pointing to the words as you read them. This process would also be very helpful for ELL/DLL children. Have the children been to any of these restaurants? What types of food does each restaurant serve?
- After exploring the menus, invite the children to pretend that they are chefs that own restaurant. Supply them with white paper and the other materials listed above and invite them to create their own menus. What foods would they serve? How much would each dish cost? Engage the children in conversations to get them started and then sit back and observe. Remember ... it is important to support children by helping them find materials but in an open-ended experience like this, you want to let them take the lead.
- Once the children finish their menus, invite each "chef" to share it with the group.
- EXTENSION:** Set up a station where children can make more menus and/or expand the ones they started during this experience. Observing the children as they work in this area will give you a very good idea of each level of literacy/writing skills as well as fine motor control and math knowledge.

### Questions to Spur Thinking

- What do you think you would like about being a chef? What wouldn't you like?*
- If you were a chef, what type of food would you cook?*
- What technique worked best for catching cotton balls/pom-poms in your toque?*

# Fun in the Kitchen

## Focus: Kitchen Equipment

### Slotted Spoon Weaving

(Developmental Areas:       

Materials:

- ☐ Large slotted spoons
- ☐ Pieces of ribbon, string, yarn, etc.

- The development of fine motor skills and eye-hand coordination is very important for school-age children. Not only do they use their fine motor skills when writing, they use them with typing on the computer. This experience helps children build these skills while also inviting them to problem-solve. At the same time, when children weave, they must also think ahead and make choices.
- Set out the slotted spoons and pieces of ribbon, yarn, string, etc. To begin, invite the children to explore the slotted spoons. How might this tool be used in the kitchen? When would a person use a slotted spoon? Maybe they've seen a family member using a slotted spoon at home.
- Next, invite the children to use the slotted spoons and ribbon/string/yarn for a different purpose ... weaving. The children can weave their chosen materials in and out of the slots in the spoons. Some children may even decide to create patterns. If so, this is a great way to reinforce patterning skills. Invite the children to describe their weavings as they make them. You may find that younger children (KG or 1st grade) may need you to help them get started and it may help them to say out loud, "Over, under, over, under" as they weave.
- EXTENSION:** Invite the children to think of other materials they could weave in and out of the slots in the spoons. Help them locate these items to try. Which work well? Which do not work at all? This is an excellent way for children to make predictions and then test out their ideas.

### Questions to Spur Thinking

- When might a cook use a slotted spoon?*
- How is a slotted spoon different from a regular spoon?*
- Which material did you find is easiest to weave? Why do you think that is?*
- What other materials could you weave in and out of the spoon?*

### Questions to Spur Thinking

- What tool/piece of kitchen equipment did you find?*
- How can you tell if a kitchen tool or piece of equipment needs electricity in order to work?*
- What could you prepare for dinner if your power was out?*

### Does It Need Electricity?

(Developmental Areas:       

Materials:

- ☐ Notebooks/paper, pencils/markers

- There are many different tools and equipment found in the kitchen that help us store and prepare food. This experience is going to challenge the children to investigate to see which are powered by electricity (or natural gas) and which are powered by people-power. As the children explore, they will use their senses and share discoveries with others. They will then use writing to record their discoveries. Finally, they will compare and contrast the lists of items they find.
- It's time to investigate! Provide the children with notebooks and writing utensils. Head to the kitchen and take a few minutes to invite the children to share what they see. What tools and equipment do they see in your kitchen? How does each one help you store or prepare food? Which do they have in their kitchens at home?
- Next, show the children an appliance that requires electricity in order to work (e.g., a coffee pot). Challenge the children to explore your kitchen (safely...of course) to discover other kitchen equipment that uses electricity. Have the children write down the names of all the equipment they find. Then, have them do the same thing for kitchen equipment/tools that does NOT require electricity (e.g., a whisk). See how many of these tools the children can add to a list. Once they finish, challenge the children to compare and contrast the list of tools/equipment that require electricity with those that do not. How are they the same? How are they different?
- EXTENSION:** Have the children repeat this experience at home ... making two lists (one of tools/equipment that require electricity and another of tools/equipment that does not). Have them bring those lists into your program and then compare and contrast. This process will open the door for children to see that all families are different and may have different tools/equipment in their kitchens.

# Dishwashing Helper Chart

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday