

School-Age Fun

Numbers Help Me Count 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.

Get Moving!

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



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



Numbers Help Me Count

Focus: Estimation

How Tall?

(Developmental Areas:        )

Materials:

- ☐ **Tape measures**
 - ☐ Notebooks, pencils
 - ☐ Large sheets of white paper, mural paper or sheets of posterboard
- When children estimate, they make educated guesses. Estimations also involve numerals. During this experience, the children will estimate the height of themselves as well as items inside and out. They will also use measuring tools (tape measures) to then compare their estimations to actual heights. They will record both their estimations and the actual heights and then use this data to create a graph.
 - Set out the materials listed above and invite interested children to explore them. Talk about tape measures. What is this tool used for? When might the children have seen someone at home use a tape measure?
 - Next, have each child estimate his/her height. Encourage those children who are proficient writers to write down their estimations in a notebook. Then, help each child measure his/her height using a tape measure. The child can then record his/her actual height beside his/her estimate. How close was the estimate to his/her actual height?
 - Now, have the children take the tape measures and notebooks with them as they estimate the height of items both inside and out (weather permitting). They will record their estimations and then the actual heights in their notebooks. Then, they will use all this data to create a graph (or graphs) comparing their heights as well as the heights of the items they measured both inside and out.
 - **EXTENSION:** Have the children measure the height of family members as well as items in their homes. They can record their estimations and then the actual measurements in notebooks and then bring this data to add to the graph.

Questions to Spur Thinking

- *When might someone use a tape measure?*
- *How tall do you think you are?*
- *How accurate was your estimate?*
- *What item in this room do you think is the tallest? Why do you think that?*
- *How does a graph help you compare things?*

Questions to Spur Thinking

- *How many (name of item) do you think are inside the Estimation Jar? What information helped you make that estimate?*
- *What other items could we put in the Estimation Jar?*

The Estimation Jar

(Developmental Areas:       )

Materials:

- ☐ Clear plastic jar with a lid filled with small items (e.g., beads, small blocks, pom-pom balls, cotton balls, etc.)
 - ☐ Small pieces of paper, markers/pencils
- Making estimations can be fun when you use an Estimation Jar! The beauty of the jar is you can change the contents to practice estimating over many days. The children will not just practice making estimates but will also practice counting larger amounts as well. And, of course, the children will practice problem-solving skills at the same time.
 - Set out the Estimation Jar and watch to see if any of the children notice. As they do, explain that a Guessing Jar is and how it works. Explain to the children that they should examine the jar and guess (estimate) how many items they think are inside. Then, they should write their estimate and their name on a small sheet of paper.
 - After everyone has had a chance to make an estimate, open the jar and dump out the contents. Have the children problem-solve together about the best way to count the actual number of items. They might choose to make sets of 5 or 10 OR they may decide to count the items one at a time. Remember... let the children make this decision! It will help them figure out on their own the most efficient way to count the items.
 - Once the items are counted, the children can then compare their estimations to the actual amount. Who was the closest? Ask that child to share how they came up with their estimation. Was there any strategy they used that helped them?
 - **EXTENSION:** Change the items in the Guessing Jar each day. Have the children make their estimations and then compare them to the actual amount. Over time, do their estimations get more accurate?

Numbers Help Me Count

Focus: Exploring Addition & Subtraction



Get Moving!

Add & Exercise

(Developmental Areas:)

Materials:

- ☐ **Addition fact cards** - To make, print addition facts on index cards or pieces of paper. Do NOT include the sum (e.g., $2 + 3 = ?$). Put the cards in paper bag.
- Children need to understand the concept of addition. Once they have this knowledge, they then need to practice their addition facts. This game helps the children do just that in an active, fun way. As the children play this game, they will also build gross motor skills, coordination and so much more while playing together.
- Shake the bag containing the addition facts. As children become curious, invite them to play the game, "Add & Exercise." Explain that you have addition facts printed on cards in the bag. Before reaching in the bag, the children will determine an exercise to do. For instance, they might suggest jumping jacks, toe touches, arm circles, sit-ups, etc. Then, choose one child to reach into the bag and pull out an addition fact. Read the fact and see if the children can come up with the sum. Once they do, then they should do the exercise they chose the corresponding number of times. For instance, if they decided to do toe touches and the addition fact they pulled from the bag was $3 + 7 = ?$, then they would do 10 toe touches.
- As the children play the game, keep track of which children are able to solve the addition facts and which need more reinforcement. You may want to play the game more frequently with those children who could use some extra practice.
- EXTENSION:** Add more addition fact cards to the game OR replace the ones you used today with different ones.

Questions to Spur Thinking

- What did you like best about this game?*
- How could we use the cards to play another game?*
- When might a grown-up use addition & subtraction?*

Math Memory

(Developmental Areas:)

Materials:

- ☐ **Math Memory Cards** - To prepare the cards for this game, print addition & subtraction facts on index cards. Do NOT include the sums. Then, print sums on separate index cards. You will find that you will need the same sum for multiple facts (e.g., $3 + 5 = 8$ and $10 - 2 = 8$).
- This game is really going to challenge the children to think and use their visual memory skills. At the same time, it will require children to be able to solve both addition and subtraction facts accurately. As the children play, they will definitely problem-solve, practice persistence and follow simple rules (game).
- Set out the addition & subtraction cards as well as the sums. Invite those children who show interest to explore the cards. Then, use the cards to introduce the game, "Math Memory." Choose the number of addition & subtraction fact cards (and sums) you use to play based on the developmental levels of the children in your group. If your children are just beginning to explore addition and subtraction, limit the cards. If they are more proficient, add more cards.
- First, have the children turn the fact and sum cards face down on the table and then arrange them in a simple grid pattern. To play, each child turns over two cards. If the child turns over an addition or subtraction fact and a sum, he/she must determine if the fact matches the sum. If so, he/she takes both cards and goes again. If not, the child turns the cards face down and another child has a turn. Keep in mind that sometimes, a child might turn over two facts or two sums. In order for the child to keep the match, it must contain a fact and a matching sum.
- EXTENSION:** This game is great because a child could play it alone if desired. For very advanced children, make a set of multiplication and sum cards to use instead of addition/subtraction.

Questions to Spur Thinking

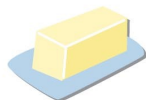
- What does it mean when you "add" two numbers together?*
- Why do you think it is important to know your addition facts?*
- Which exercise did you enjoy doing the most? Why did you choose that exercise?*

Muffins

Ingredients:



1½ cup sugar



½ cup butter or margarine, softened



2 eggs



2 cups flour



1 tsp. baking powder



1 tsp. ground cinnamon



½ tsp. baking soda



½ tsp. ground cloves



¼ tsp. salt



1 cup applesauce

Cream  and  together. Add the  one at

a time and beat well. Next, add , , , ,



,



and



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Mix until all ingredients are

combined but do not mix too much! Fill muffin cups 2/3 full

and bake at 350 degrees for about 20-25 minutes. Cool

slightly and remove from muffin cups. Enjoy!