

# School-Age Fun

## Let's Make a Mess 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.



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



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



# Let's Make a Mess

## Focus: Art Can Be Messy

### Confetti Pictures

(Developmental Areas:        )

#### Materials:

- Hole punches**
- Construction paper (assorted colors)
- Glue and/or gluesticks

- Using a hole punch requires strong fine motor control. This experience invites school-age children to utilize this tool to create confetti which they will then use to create art. You might want to ask parents/guardians or even neighbors if they have hole punches you could borrow so you have several available for this activity. Confetti is often messy so this experience also opens the door to reinforcing the concept of cleaning up.
- Set out the materials listed above and invite those children who show interest to begin by using the hole punches to make a lot of "confetti." As the children use the punches, talk about the shape of the holes. The children can also experiment with different techniques for using the hole punches. For instance, what happens if they stack two pieces of construction paper and then try to use the punch. Does it work? Why or why not?
- After the children make a lot of confetti (holes), they can then use glue and/or gluesticks to create designs on full sheets of construction paper. As the children create, encourage them to talk about their art. How are they using the confetti (holes)? What inspired them to use the confetti (holes) in the way they chose to use them? When it is time to clean up, have the children problem-solve to decide what tools would work best. Then, they can use those tools to clean up the confetti (holes) on the floor.
- **EXTENSION:** Keep this area open for the children to continue to make confetti (holes). Younger children can use the confetti (holes) to create art as well.

#### Questions to Spur Thinking

- *How does the hole punch work?*
- *What happens if you stack more than one sheet of construction paper and then try to make holes?*
- *How did you choose to use the confetti (holes) to create art?*
- *What did you like most about this activity?*

#### Questions to Spur Thinking

- *How do you think painting with corn syrup is going to be like using regular paint? How do you think it will be different?*
- *Where do you think we should put your art to dry?*
- *How do you think we should clean up?*

### Sticky Art

(Developmental Areas:       )

#### Materials:

- Corn syrup**
- Food coloring**
- Ice cube tray OR small dishes/cups**
- Large sheets of white paper
- Paintbrushes (small & thin)
- Craft sticks or spoons

- Corn syrup painting is a fun experience and also one that ties in well with this unit, "Let's Make a Mess" As the children use corn syrup paint, they will have the opportunity to compare painting with corn syrup paint to painting with regular paint. They will also probably get sticky and messy!
- Set out the materials and as children show interest, introduce corn syrup painting. To begin, have the children help create the paint. Pour some corn syrup into the sections in an ice cube tray or individual small dishes or cups. Then, have the children help you add just a drop or two of food coloring to each section/cup. The children can then use a spoon or craft stick to stir well.
- Next, the children can use the corn syrup paint to create freely. As they do so, engage the children in conversations. How is painting with corn syrup paint like regular paint? How is it different? You can also encourage the children to discuss how the paint looks, feels and smells.
- Once the children finish creating, set their painting aside to dry. Just keep in mind, the corn syrup paint will remain tacky even when dry. Be sure to also engage the children in cleaning up. What tools will they need?
- **EXTENSION:** Offer corn syrup paint for more than one day.

# Let's Make a Mess

## Focus: Cleaning Up Your Messes



Get Moving!

### Beat the Clock

(Developmental Areas:

#### Materials:

- Old newspapers, grocery store sale flyers, old magazines, junk mail, etc.
- Cellphone or stopwatch

- This experience is going to get the children moving while exposing them to the concept of time and time measurement. At the same time, it is a game that invites the children to clean up in a way that is fun and exciting. The children will need to demonstrate self-regulation as they play as well.
- Who wants to play a game? Pose this question to the children and then introduce the game, "Beat the Clock." First, have the children tear old newspapers, grocery store sale flyers and/or old magazines/junk mail into pieces which they can then squish into balls. Then, have the children toss the balls all over the floor (or ground if outdoors).
- Show the children the stopwatch feature on your cellphone or a stopwatch. What do they know about this timekeeping device? Demonstrate how a stopwatch works. Invite the children to practice reading the time. This might be a challenging task for children depending on their level of knowledge of how times are written.
- Next, explain to the children that you are going to say, "Go!" and then the children should work together to see how long it takes them to gather up all of the balls of paper into a big pile. If desired, you might even want to have them predict how many seconds, or minutes, they think it will take them. Then, they can compare how long it actually takes to their predictions.
- **EXTENSION:** Play the game in a different fashion. Have the children pick a specific time and then see if they can pick up all the paper before the time runs out. They are sure to find this very exciting!

### Questions to Spur Thinking

- Which of these tools have you used to clean up a mess? Which tools does your family use?
- Why would a vacuum cleaner be a better choice for cleaning up crumbs from the carpet than a sponge?
- What messes have you made? What tools did you use to clean them up?

### What Tool Would Work Best?

(Developmental Areas:

#### Materials:

- Large sheet of paper for making a graph
- Crayons/markers
- Assorted cleaning tools (e.g., vacuum, dust pan and broom, Swiffer®, dust rag, sponge (new), mop, etc. - your choice)
- As adults, we understand that there are many different tools we can use when cleaning. For school-age children, some of this might be new knowledge. This experience invites children to compare and contrast cleaning tools and then choose the best tool for the job. During this experience, the children will definitely need to problem-solve, share their ideas verbally and then use a graph to share information.
- Start by showing the children all of the different cleaning tools. Encourage them to share when they may have seen someone in their family using these tools. What types of things are they used to clean? Encourage the children to share their ideas.
- Next, introduce the idea of making a graph. Have the children print ascending numerals on the left-hand side of the graph and the names of the cleaning tools across the bottom. Then, have the children suggest different messes like spilled water or crumbs on the carpet. What cleaning tool do they think would work best to clean up the mess? As the children come to a consensus, have them draw a picture of each "mess" above the corresponding cleaning tool. Have the children suggest new "messes" and add them to the graph. What patterns do they see as they look at the messes?
- **EXTENSION:** Keep adding to the graph for the next few days. Invite the children to add messes that might happen at home as well. Then, use the graph to analyze the tools that are probably used the most for cleaning up messes.

### Questions to Spur Thinking

- When might someone use a stopwatch?
- How long do you think it is going to take you to pick up all the paper?
- Where should be put the paper when we are done playing the game?
- Why is recycling important?

# Bubble Solution Recipe

## Ingredients:



1 cup liquid dish soap



2 cups water



4 Tbsp. glycerin (purchase at drugstore)



1 tsp. sugar



## Directions:

Mix ingredients together and use with a wand to blow bubbles. Store in an airtight container.

