

# School-Age Fun

## Let's Travel 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.



# Let's Travel

## Focus: Types of Transportation

### Tally & Graph

(Developmental Areas:        )

#### Materials:

- ☐ White paper, pencil
- ☐ **Long sheet of white mural paper OR several large sheets of white paper taped end-to-end**
- There are many different types of transportation people use every day. This experience challenges school-age children to utilize their observation skills as they record transportation data. They will then take this data and use it to create a graph. In the process, the children will make comparisons, use a graph to compare/contrast and engage with other children.
- Sit by a window and invite interested children to describe the different types of transportation they see as they look out the window. What types of transportation are used for personal use? What types of transportation are used for work? How are these types of transportation the same and how are they different? These are the types of questions you will want to ask.
- Next, give each child a pencil and some paper. Explain to the children that tonight, at home, they should watch out the window of their home for about 15 minutes and record each type of transportation they see. Show them how to use tally marks to do this. Then, have them bring the data to you tomorrow.
- Once all the children bring in their transportation data, have them use it to create a graph. They can print ascending numerals on the left-hand side and write the names of different types of transportation across the bottom. IF the children have large numbers of each type of transportation, you might need to write the ascending numerals in 5s or even 10s (e.g., 10, 20, 30, ...). As the children work on the graph, encourage them to talk about the different types of transportation they saw while collecting data. Then, once the graph is complete, they can use it to make comparisons.
- **EXTENSION:** Have the children continue to gather data to add to the graph for the next several days. Every time the children add to the graph, have them compare and contrast the different types of transportation.

#### Questions to Spur Thinking

- *What type of transportation do you use to go to school each day?*
- *Why would a dump truck not be a good form of public transportation?*
- *Which type of transportation do you think we saw the most? Why do you think that is?*

#### Questions to Spur Thinking

- *What do you think would happen if boats could fly?*
- *How did you decide what to write about?*
- *What do you like most about using your imagination?*

### What If...?

(Developmental Areas:        )

#### Materials:

- ☐ White paper and/or writing paper
- ☐ Crayons/markers/pencils/colored pencils
- What if ... boats could fly? What if ... cars go drive in the ocean? These are the types of questions you are going to use to get the children's creative juices flowing for this experience. Creative writing (and drawing) are wonderful ways for children to build skills in many different areas while utilizing their imaginations.
- To get started, pose questions (such as those above) and invite the school-age children to share their ideas. Then, provide write paper and/or writing paper plus markers, pencils, colored pencils and crayons. The children can choose to write about what they think would happen if a common type of transportation (like a car) could do something very uncommon (like move on water). Keep in mind that some school-age children may be able to write on their own while others may need to dictate to you. Remember to be in tune with each child developmental level!
- After the children finish their writings/drawings, plan a time when they can present them to the group. This is an excellent way for them to build oral presentation skills while inviting the other children to practice respect when someone is speaking.
- **EXTENSION:** Because this experience involves writing, drawing and presenting, it is going to take more than one day to complete.

# Let's Travel

## Focus: Tools Used When Traveling

### Fun with Google Maps

(Developmental Areas:        )

Materials:

☐ **Access to a computer or tablet**

- Learning that technology can be a powerful source of information is important for school-age children. Too often, children see technology only as a source of entertainment. Today, the children will explore the power behind Google Maps. You could also use Apple Maps (or any other mapping app) if you prefer. As the children type in different destinations to “map,” they will keyboarding skills and also learn to utilize technology.
- If we wanted to travel to (name of a place), how would we get there? How long would it take? Pose this question to interested children and then use Google Maps (or another favorite map app) to find out. Google Maps even allows you when clicking for directions to see how long it would take to walk, drive, take public transport, etc. Before you use the map app, have the children predict how long it would take to get to the destination using different types of transportation. Then, once you find out the actual time, compare it to the children’s predictions.
- Have the children choose different destinations to type into Google Maps (or your favorite map app). This is an excellent way for them to build keyboard skills. They can follow the same process of predicting how long they think it will take and then allowing the software to calculate the time. Be sure to explore destinations near and far. The children may be very surprised at the results!
- **EXTENSION:** Continue to explore the Google Maps (or other map app) for several days. This software is very powerful and can do many things. You could even go for a walk around the neighborhood and use the voice feature on Google Maps to guide you!

### Questions to Spur Thinking

- *What is Google Maps? (or your favorite map app)*
- *How does Google Maps (or your favorite map app) help us get from place to place?*
- *What destination should we explore next? Why did you choose that destination?*
- *How long do you think it is going to take to drive to (destination)? Walk there? Take a train/subway?*
- *When might your family use a mapping software like this one?*

### Questions to Spur Thinking

- *When you do use a suitcase?*
- *If you did not have a suitcase, what could you use to hold your things when you travel?*
- *How many things do you think are in the suitcase?*
- *How could you use the suitcase to play a different game?*

Get Moving!

### Pack the Suitcase Race

(Developmental Areas:       )

Materials:

☐ **Small suitcase**

☐ Cellphone (you will need the stopwatch feature)

- School-age children generally love to play games and this one is sure to be very exciting! As the children play the game together, they will need to demonstrate self-regulation skills and gross motor control. At the same time, the children will need to problem-solve and think quickly. This is definitely a fast-paced game!
- Before you introduce the game, show the children the suitcase. When do they use a suitcase? Why are suitcases helpful tools? Invite the children to share. This will also help you gauge their knowledge of suitcases as travel tools as well as their past travel experiences.
- Next, introduce the game, “Pack the Suitcase.” Explain that this is a game where they will be playing together as a team. The goal is going to be to pack the suitcase faster each time. The challenge is going to be that each time you give directions, the children will need to find different things to pack.
- Here's how to play. First, put the suitcase on the floor and open it up. Have the children sit around the suitcase. Explain to the children that you are going to give each of them a direction to follow (one at a time). The direction will involve an item to find as fast as they can to “pack” in the suitcase. For instance, you might say, “Paulo... find something that is blue to pack in the suitcase.” Paulo would then go as fast as he can to find something blue to put in the suitcase. Then, you will give the next child a different direction to follow. The entire time, you will be using the stopwatch feature on your cellphone to keep track of how long it takes for everyone to find one item to put in the suitcase. Once the children play one time, they can unpack the suitcase, put the items away and then play again to see if they can do it faster the next time.
- **EXTENSION:** Repeat this game tomorrow.

# My Travel Journal



Name \_\_\_\_\_

Stack white paper behind this cover. Write and draw about places you go OR places you want to go.