

Gee Whiz... Try It for One Day!



“Balls, Blankets & Boxes”


Gee Whiz™
Education

www.geewhizeducation.com

Welcome to Gee Whiz Education

At Gee Whiz, we are excited that you are going to give our curriculum a try in your program for one day! This is a super easy way to see how the addresses all ages, all developmental areas AND helps you enhance the learning environment in your program.

Below you will see a box that contains the developmental areas the curriculum addresses and the associated picture codes. When you read the lesson 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.

Following this page, you will find the lesson plans. **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. We are excited to have you give the curriculum a try in your program!



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)
-  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.

DAY 2

Unit: Balls, Blankets & Boxes

Today's Focus: Fun with Packing Boxes

Developmental Areas Addressed Today:



Be Healthy & Safe!

Fresh air and sunshine are very important to the health and well-being of children and adults. Make sure to have outdoor play time every day...weather permitting.

Teaching Tip of the Day

Make saying, or singing, nursery rhymes a part of your daily routine. It is an excellent way to build language/literacy skills.

Transition Time

Have the children pretend to deliver packages as they move from activity to activity today.



Get Moving!

Exploring Together: Deliver the Package!

(all ages,          )

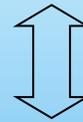
Materials:

- Max the Mail Carrier puppet (see p. 5)
 - Box with your address printed on the outside**
 - Recorded music
- Let's face it...children love to move! This experience incorporates music and movement in a fun way. As the children participate, they will also engage in dramatic play as they pretend to be mail carriers delivering packages. This would be a great experience to take outdoors if the weather is nice in your area.
 - Sit on the floor with the Max the Mail Carrier puppet and the box with your address printed on the outside. As the children gather, invite them to explore the box. What does the box look like? Are there any words written on the outside of the box? Challenge more advanced children to point out the words they see and then read them to them. Do they recognize any letters within those words?
 - Encourage the children to talk about a time when they may have received a box like this in the mail. What was inside? Who sent the box? How do they think the box got from where it was sent to their own house? Use these discussions to help the children learn more about how boxes get from here to there. Sometimes they fly on airplanes, sometimes they go by truck and many times are delivered on foot. This would be a great time to involve Max in the discussions!
 - Next, it is time to head outside! Introduce the game, "Deliver the Package." Use a lawn chair, bucket or any other object to designate the turning around point (about 15 feet from the children). Then, turn on recorded music and give one child a box. Have this child pretend to be a mail carrier as he/she runs to the turning around point and then back to the group to "deliver" the package to the next person. Continue playing until each child has a turn to "deliver the package."

Today's Vocabulary

Use some of these words in conversations with children today!

**package deliver weight
address post office**



As younger children participate in activities today, model language by...

- *Using words, such as those listed above, while engaging children in conversations during the day's activities.*
- *Talking with children as they role-play a post office (p. 7).*
- *Describing children's actions as they use boxes to make music (p. 7).*

Questions to Spur Thinking

- *What do you see on the box? What do you think those words say?*
- *How does the mail carrier know where to deliver a package?*
- *How long do you think it would take to mail a package to (place)?*
- *Who would you like to mail a package to? What would you send him/her?*



DAY 2 - Center/Small Group Activities

Packing and Shipping

(Toddlers–4 years,       )

Materials:

- Assorted boxes** (you can get free boxes from the USPS)
- Assorted types of tape**, crayons/markers, **tissue paper**, scissors, etc.
- Children use dramatic play to not only show what they know but also to build skills in many other areas. During this experience, the children can pretend to pack and ship surprises to family or friends. This is also an excellent way for them to build fine motor control. Because different developmental levels will approach this experience differently, we are providing options.
- Toddlers/Twos/Young Threes:** This age group will just enjoy putting things in boxes and taking them out. As they play, be sure to not only describe the objects they choose as well as their actions. This would be an excellent time to reinforce the opposites in and out as well.
- Older Threes/Fours/Advanced Preschoolers:** These children can choose items to pack and then tape up the boxes in preparation for “shipping” them. As they do so, your most advanced group can even write their addresses on the boxes or can dictate them for you to write. Be sure to talk about letter names and beginning sounds during this time. Once packed, the children can even pretend to deliver their packages. Then, they can unpack them and repack them again and again. If possible, keep this learning station open for this entire unit.

Questions to Spur Thinking

- Tell me about what you chose to pack and ship.*

- What technique did you find worked best for using the box to make music?*



Banging on Boxes

(Toddlers–4 years,       )

Materials:

- Assorted boxes**
- Plastic or wooden cooking spoons**
- Using every day items in different ways is a wonderful way for children to think outside the box and use problem-solving skills. During this experience, the children will do all of these things while building fine motor control and eye-hand coordination at the same time. In addition, the children will have the opportunity to make and test predictions as well.
- Set out the boxes as well as the plastic and wooden cooking spoons. As children show interest in these materials, engage them in conversations. Challenge them to use the boxes to make music. Some children may choose to bang on the boxes with the spoons while others may choose to use their hands. Some children may choose to hit the boxes on the sides while others may use the bottoms. Whatever the children decide is great! Describe not only the children’s actions but the results as well.
- Advanced Preschoolers:** These children may think of other ways to use the boxes to make music. Encourage their ideas! This may mean they need to seek out other materials...which is fine. In addition, these children can make predictions about which techniques (or materials) they think will enable them to make the “best” music.

Pop!

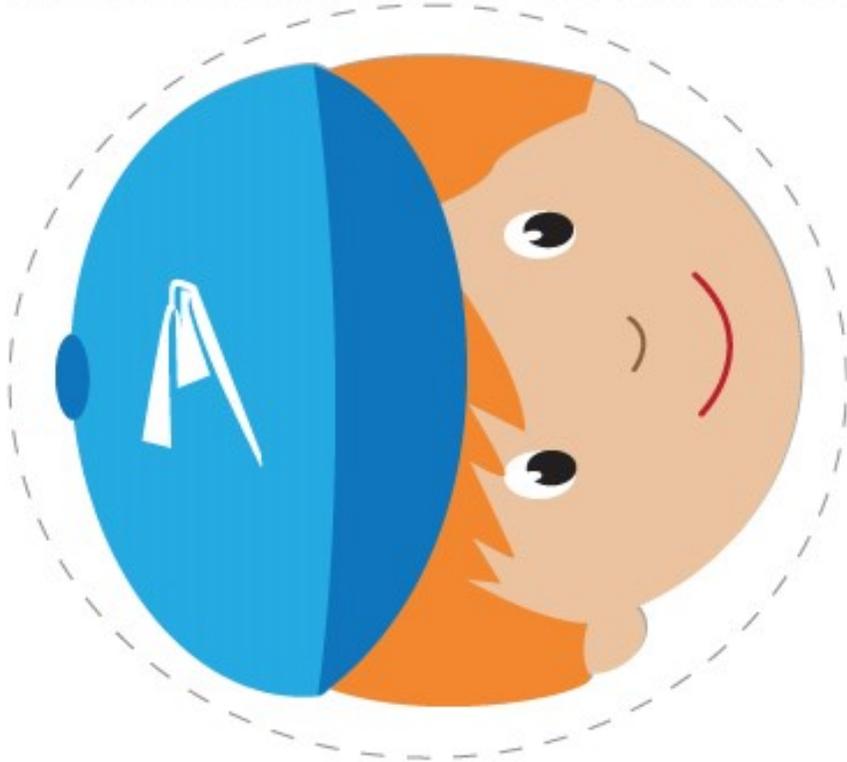
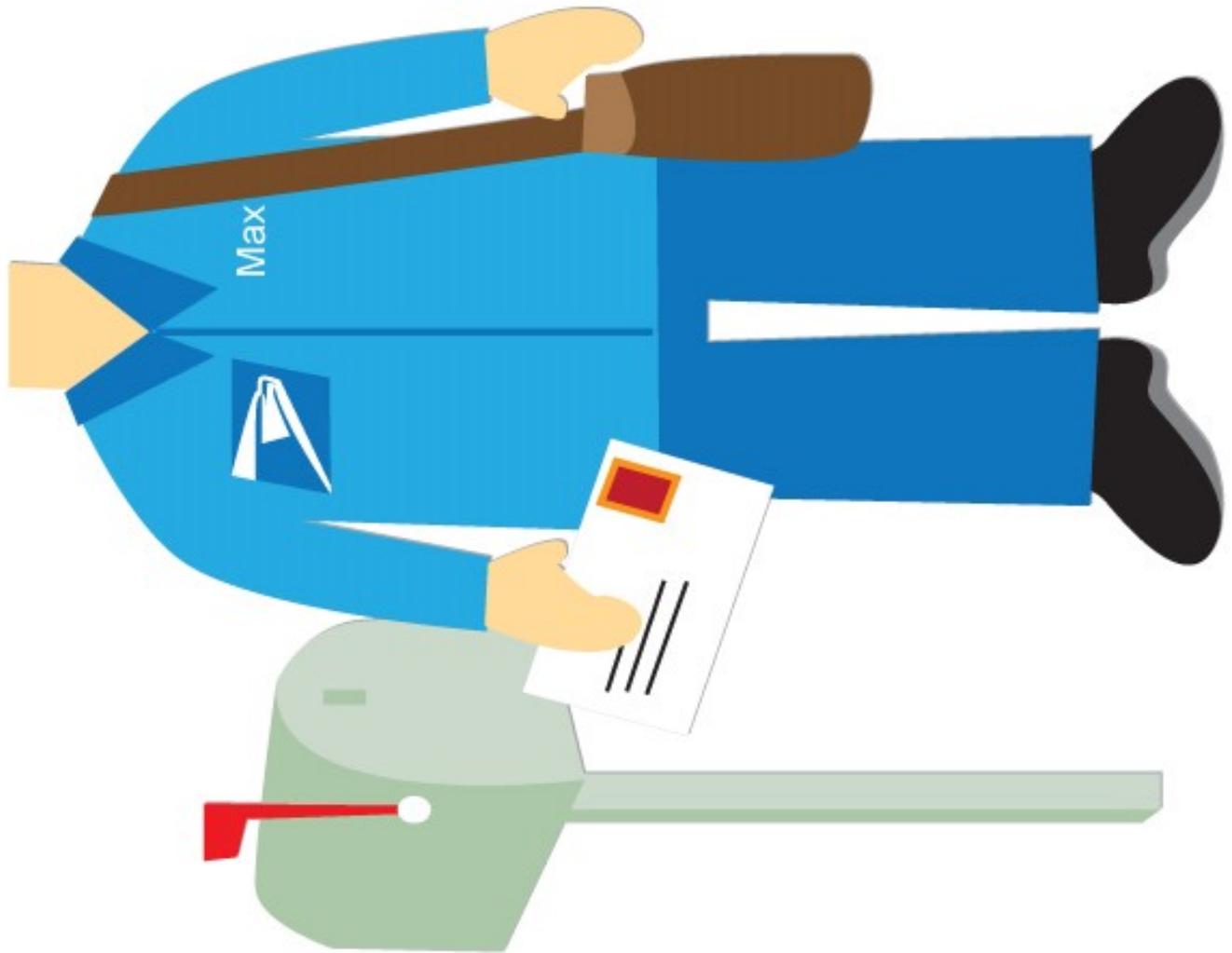
(Infants,      )

Materials:

- Box and plush animal
- Reciting rhymes is a wonderful way of exposing infants to new language and vocabulary. Adding action makes the rhyme more engaging and also challenges the infant to use his/her senses.
- Have the infant sit beside you (if he/she is able to do so) or hold him/her in your lap. Put the box in front of you. Recite the rhyme and then make the animal pop out of the box at the corresponding time.

What is in the box?
What is in the box?
I will count and you will see...
What is in the box!
1....2....3....
POP!

Your Own Activities



To prepare, cut out the head and attach it to the bottom flap of a paper lunch bag. Attach the body section to the other part of the bag. To use the puppet, put your hand inside the bag and move the flap to make the puppet "talk."