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## PLAYGROUND PART-TIME EMPLOYEE JOB DESCRIPTION

**Title:** Summer Playground Assistant Site Director

**Basic Function:** To provide an educational and recreational program for the youngsters.

**General Characteristics:**

Recruited by Recreation Department, Recreation Supervisor

Appointed by Board of Education

Length of Appointment Eight weeks beginning in mid-June and ending the beginning of August

Hours of work Monday-Friday (Approximately 30-35 hrs per week)

Reports to Recreation Supervisor

**Qualifications:**

Preferred but not necessary:

Enrolled in a University or technical college. Preference given to person majoring in recreation, physical education or elementary education or:

At least one year experience as a playground or camp leader, or other related work with children.

Strong skills in organization, planning activities, and leadership.

**Responsibilities & Duties:**

Prepare weekly activity and attendance reports.

Proper accountability of all monies collected.

Direct responsibility for building keys, management of equipment and supplies.

Needed supplies are properly requisitioned.

Frequent inspection of the equipment and facilities to insure a safe environment.

Attendance at all required staff meetings.

Assist in operate playground in accordance with the posted playground schedules.

Assist in special events, carnivals, neighborhood nights, 4<sup>th</sup> of July parade, and lantern parade.

Submit an evaluation of playground at the end of the summer.

Assist with coordination of special events as listed on the master calendar of events.

Assist the playground director direct the facility in accordance with the policies, standards and philosophies of the Board of Education and the Recreation Department as stated in the staff manual.

Assist the playground director to coordinate an organized flow of daily recreation activities.

Ensure a safe facility.

Assume all duties assigned by the Recreation Supervisor.



# PLAYGROUND PART-TIME EMPLOYEE

## JOB DESCRIPTION

**Title:** Summer Playground *Site Director*

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Enrolled in a University or technical college. Preference given to person majoring in recreation, physical education or elementary education or:

At least one year experience as a playground or camp leader, or other related work with children.

Strong skills in organization, planning activities, and leadership.

**Responsibilities & Duties:**

Prepare weekly activity and attendance reports.

Proper accountability of all monies collected.

Active promotion of all special and daily activities on the playground.

Direct responsibility for building keys, management of equipment and supplies.

Needed supplies are properly requisitioned.

Frequent inspection of the equipment and facilities to insure a safe environment.

Accident forms are promptly completed and filed.

Direct the facility in accordance with the policies, standards, and philosophies of the Board of Education and the Recreation Department as stated in the staff manual.

Coordinate an organized flow of daily recreational activities.

Attendance at all required staff meetings.

Operate playground in accordance with the posted playground schedules.

Assist in special events, carnivals, neighborhood nights, 4<sup>th</sup> of July parade, and lantern parade.

Submit an evaluation of playground at the end of the summer.

Coordinate special events as listed on the master calendar of events.

Assume all duties assigned by the Recreation Supervisor.



Sheboygan Area School District  
Community Recreation Department  
607 S Water St 459-3773

TYKES

Name of Playground \_\_\_\_\_  
Date Registered \_\_\_\_\_

**CHILD'S REGISTRATION SHEET**

Name: \_\_\_\_\_

Parent or Guardian's Name \_\_\_\_\_

Address \_\_\_\_\_

Phone Number \_\_\_\_\_

Birthdate \_\_\_\_\_

Doctor \_\_\_\_\_

Doctor's Phone Number \_\_\_\_\_

Known Allergies \_\_\_\_\_

Pertinent information for the well being of your child \_\_\_\_\_

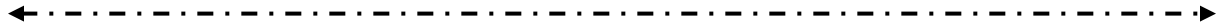
\_\_\_\_\_



**In case of an emergency and you are not available who else could we contact?**

Name \_\_\_\_\_

Phone Number \_\_\_\_\_



**Consent for off-playground participation in nearby playground events  
for short periods of time.**

I grant permission for my child \_\_\_\_\_ to participate in off-playground activities located in the neighborhood. This includes activities such as a walk around the block, a walk to a nearby business or park. At least one playground leader will supervise these activities.

**Special permission will be required for longer outings and bus trips.** Information for such trips, along with a permission slip, will be distributed to you in advance of the trip date.

-----  
Signature of Parent of Guardian

-----  
Phone

-----  
Date Signed

white paper



Sheboygan Area School District  
Community Recreation Department  
607 So Water St 459-3773

## TYKES Summer Playgrounds

Dear Parents:

We are very excited and enthused about the summer program we have to offer your children- but we need your help. Many of you have offered to help us on the playground, and we would like to use this time wisely in something that you feel most comfortable with. If you have any special talents, or can give your time in any of the following areas, please check them off (feel free to check as many as you like). Also if you have any other ideas, comments, or suggestions for jobs and activities, please feel free to add them to the list.

Looking forward to working with all of you.

**Please fill out and return the bottom portion as soon as possible.**

-----cut here-----

- Leading craft time
- Assisting during craft time
- Leading children's games
- Assisting with children's games
- Acting out plays
- Telling or reading stories
- Assisting in a puppet show or play
- Chaperoning on field trips if given sufficient time
- Helping out by cutting & pasting things that the children can't do
- Baking for special treats

\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Phone \_\_\_\_\_



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We are very excited and enthused about the summer program we have to offer your children- but we need your help. Many of you have offered to help us on the playground, and we would like to use this time wisely in something that you feel most comfortable with. If you have any special talents, or can give your time in any of the following areas, please check them off (feel free to check as many as you like). Also if you have any other ideas, comments, or suggestions for jobs and activities, please feel free to add them to the list.

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---



---

Name \_\_\_\_\_ Phone \_\_\_\_\_



Sheboygan Area School District  
Community Recreation Dept  
607 S Water St 459-3773

Dear Parents,

In order to cut the cost of crafts and games we could use some of the following supply donations for the summer playgrounds. Please save them and bring them to the playground throughout the summer. **Thanks for you help!!**

### **From the Kitchen**

Popsicle sticks  
Toothpicks  
Straws  
Strawberry boxes (wood or plastic)  
Half walnut shells  
Meat trays  
Caps from milk jugs, toothpaste, shampoo ,etc  
2 liter sized soda bottles  
Flour  
Bottle caps or flip tops  
Tin foil  
Old cloth (old table cloth)  
Egg cartons  
Pie tins  
Paper plates  
Baby food jars with lids  
Soup cans  
Coffee cans  
Detergent or shampoo bottles (squeeze tops)  
Cupcake papers  
Grocery or lunch bags

### ***From the Workshop***

Sandpaper  
Pipe cleaners  
Fishing line  
Strong twine

### **From the Bathroom**

Tongue depressors  
Old toothbrushes  
Cotton balls  
Ivory soap  
Toilet paper & paper toweling rolls

### **From the Sewing Room**

Spools  
Shoe boxes with covers  
Felt scraps  
String  
Thread  
Feathers  
Safety pins  
Needles  
Nylons old socks (clean)  
Buttons  
Yarn  
Material scraps  
Wire hangers  
Beads

### **Other**

Cardboard  
Clothes pins  
Candles  
Crayons  
Magazines  
Christmas or Greeting cards  
Newspapers  
Computer paper  
Computer cards  
Marbles  
Pencils  
Coloring books  
Puzzles  
Board games  
Old toys (clean)



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## 65 WAYS TO SAY "GOOD FOR YOU"

Everyone knows that a little praise goes a long way in any classroom or home. But "a little praise" really needs to be something more than the same few phrases repeated over and over. Your students and children need more than the traditional "Good", "Very Good", and "Fine" if encouragement is deserved. Here are some additional possibilities:

That's really nice. That's "A" work.  
That you very much. John is in line.  
WOW! Mary is waiting quietly.  
That's great. Dick got right down to work.  
I like the way you're working. Ann is paying attention.  
Keep up the good work. It looks like you put a lot of work into this.  
Everyone's working so hard. That's clever.  
That's quite an improvement. Very creative.  
Much better. Very interesting.  
Keep it up. Good thinking.  
It's a pleasure to teach when you work like this. That's an interesting way to look at it.  
Good job! How you've figured it out.  
What neat work. Clifford has it.  
You really outdid yourself. That's the right answer.  
This kind of work pleases me very much. Now you've got the hang of it.  
Congratulations! You only missed\_\_\_\_\_. Exactly right.  
I bet your mom and dad would be proud to see the super job you did on this.  
Beautiful. That's a good point.  
I'm very proud of the way you worked today. That certainly is one way of looking at it.  
Excellent work. That's an interesting point of view.  
I appreciate your help. Thank you for raising your hand Charlie.  
Very good. Why don't you show the class?  
Thank you for (sitting down, being quiet, Sherrrie is really going to town  
Working hard, etc.) You've got it now.  
Marvelous. Out of sight.  
Groovy. Nice going.  
Right on. Far out.  
For sure. You make it look easy.  
Sharp. That's coming along nicely.  
It looks like you are doing a great job. I like the way Bill has settled down.



Sheboygan Area School District  
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## Playground Discipline Policy

Have an active interesting involving program.

Set your basic rules from the start.

Be firm. Hold to them.

Be alert to problem causers.

**Rules: No smoking**  
**No swearing**  
**No drinking**  
**No bike riding or skateboarding**  
**Controlled water fights only**

Get older youth to help (make sure **YOU** are still the leader!)

Demand Respect/**COMMAND**-expect good behavior

Let youth know your expectations.

**IF PROBLEMS:** Enforce rules. You **MUST** follow through. Do not **SHOUT**. Take youth aside and talk. Witness may be necessary.

- \*Warn
- \*Penalize. Take away privilege
- \*Off grounds for short time
- \*Write down offenses
- \*Call parent's, supervisor
- \*Supervisor will suspend for the season

The police may be called if any situation arises that you feel out of control and that immediate disciplinary action is necessary. They have assured us that they are willing to help. We should not hesitate to call.

Goldenrod paper



## **SAFETY CODES**

### **BLOODBORNE PATHOGENS**

5/19/94

In accordance with the 1993 Department of Industry, Labor, and Human Relations (DIHLR) regulation, all playground staff will be provided with training on bloodborne pathogens. The purpose of this training is to reduce or eliminate the possibility of an employee contracting any of a series of diseases which are spread through blood contact. The two viruses of most concern are the human immunodeficiency virus (HIV) and the hepatitis B virus (HBV). A copy of the entire DIHLR policy is available for review by every employee at the Community Recreation Department.

The training will be held during the staff inservice. This training will include an explanation of the federal laws and the right of the employee, a demonstration of the Personal Protective Equipment (PPE) and how and when to use it, the location of this equipment at the playground site, information on the hepatitis B vaccination, and all other pertinent training information stated in the federal register.

### **AMERICAN DISABILITIES ACT (ADA)**

In January 1992, the American Disabilities Act (ADA) was passed. One of the purposes of this Act is to eliminate discrimination by providing persons with disabilities equal opportunities to access places of public accommodation and commercial facilities, and to ensure equal opportunities to participate in public programs. Another aspect of this Act is to provide effective communication by a qualified interpreter for those individuals who are vision or hearing impaired, or have another disability.

Playground staff may be asked to work with professionals from other fields in the playground program. The Recreation Supervisor will schedule an interpreter when necessary. Efforts will then be coordinated between the family, interpreter, and playground leaders of how to best meet the needs of the participants.

### **MEDICINE DISTRIBUTION**

All medicine asked to be distributed during the program must be approved by the Recreation Supervisor. The parents of the child must discuss specific reasons and methods with the Recreation Supervisor prior to receiving necessary authorization and log forms. The parent/guardian must sign and deliver authorization forms to the Playground Site Director. Only daily doses of medication must be brought to the site. The medicine must be in a prescription bottle with the direction on it. The Site Director must sign the log form each time the medication is distributed. At the end of the summer program, all authorization and log forms must be turned into the Recreation Supervisor.

### **DISTRIBUTION GUIDELINES**

No prescriptive medication or non-prescriptive medication including but not limited to aspirin, cough medicine or nose drops, may be given to a child except under the following conditions:

- A. A signed, dated, written authorization of the parent is on file;
- B. Prescription medication is in the original container and labeled with the child's name; name of the drug, dosage, directions for administering, date and physician's name
- C. Non-prescriptive medication is labeled with the child's name includes dosage and directions for administering; and

- D. A written report including the type of medication given, dosage, time, date and the name of the person administering the medication shall be kept in the child's record and the center medical log required under **HSS 55.31 (4) (c) (1984 Federal Register)**.

- Medications shall be stored so that they are not accessible to the children.
- Medications requiring refrigeration shall be kept in the refrigerator in a separate, covered container clearly labeled "medication".

5/19/94

## ***SHOULDER SPLINT***

### **Standard First Aid and Personal Safety**

#### **Dressings and bandages**

- A. Unfold triangular bandage to full size.
- B. Carry the point behind the elbow of the injured arm
- C. Carry the second end of the bandage up over the shoulder and tie the two ends together at the side of the neck-not over the spine
- D. Bring the point of the bandage forward and pin it to the front of the sling
- E. If a pin is not available, twist the point of the bandage until it is snug at the elbow and tie a single knot.
- F. Make sure that the ends of the fingers extend just beyond the base, so that you can observe whether or not the circulation is cut off.
- G. In all cases of injury to the hand or lower forearm, adjust the sling so that the hand is elevated 4 or 5 inches above the level of the elbow.

**AUTHORIZATION OF ADMINISTER MEDICATION**

Completion of this form meets the requirements of HSS 45 and HSS 55 of the Wis. Adm. Codes

*INSTRUCTIONS: Place form in child's file when medication is no longer required.*

**I HEREBY AUTHORIZE ADMINISTRATION OF THE FOLLOWING MEDICATION(S) TO MY CHILD BY STAFF OF THE DAY CARE CENTER/DAY CAMP LISTED BELOW.**

Name of Day Care Center/Day Camp		Name of Child		D.O.B
Medication	Dosage	Time	Dates for Medication to be given	
			From:	To:
			From:	To:
			From:	To:
Special Administration Instructions				
Signature of Parent/Guardian				Date

### **III. Physical & Behavioral Indicators of Child Abuse and Neglect (20)**

Each form of child abuse and neglect-physical abuse, neglect, sexual abuse and emotional maltreatment-can be found among school-age children. Sensitive educators can often identify a particular type of maltreatment through the child's appearance or behavior at school, or during routine interviews with parent or child by recognizing physical and behavioral indicators. Academic and psychological clues also can provide some evidence of possible maltreatment.

Physical indicators of child abuse and neglect are indicators which usually are readily observable. They may be mild or severe, but they involve the child's physical appearance. Frequently, physical indicators are skin and bone injuries, or evidence of lack of care and attention manifested in conditions such as malnutrition.

Educators are trained observers of children's behavior. They are sensitive to the range of behavior expected of children of a given group and they are quick to notice behaviors which fall outside this range. Particularly for the educator, behavior can often be a clue to the presence of child abuse and neglect. Behavioral may exist alone or may accompany indicators. They range from subtle clues, a "sixth sense" that something is amiss, to graphic statements by children that they have been physically assaulted or sexually molested.

Physical and behavioral indicators are described following this introduction. The list is not exhaustive; many more indicators exist than can be included. Neither does the presence of a single indicator prove that maltreatment exists. However, the repeated presence of an indicator, the presence of several indicators in combination, or the appearance of serious injury should alert the educator to the possibility that a case of child abuse and neglect is at hand.

#### **Physical Abuse**

Physical abuse of children may include any non-accidental physical injury caused by the child's caretaker. It may include burning, beating, branding, punching, and so on. By definition, the injury is not an accident. But neither is it necessarily the intent of the child's caretaker to injure the child. Physical abuse may result from over-discipline or from punishment which is inappropriate to the child's age or condition.

**Physical Indicators** of Physical Abuse in the School-Age child:

#### **Unexplainable bruises and welts:**

- on the face, lip, or mouth
- in various stages of healing (bruise of different colors, for example, or old and new scars together)
- on several different surfaces areas (indicating the child has been hit from several different directions)
- on large areas of the torso, back, buttocks or thighs-clustered, forming regular patterns, or reflective of the article used to inflict them (electrical cord, belt buckle)
- regularly noted as fading marks when the child returns to school after an absence, weekend, or vacation

#### **Unexplained burns:**

- cigar or cigarette burns, especially on the soles of feet, palms of hands, back or buttocks
- immersion of "wet" burns, including glove or sock-line burns and doughnut shaped burns on the buttocks or genitalia
- patterned or "dry" burns which show a clearly defined mark left by the instrument used to inflict them (e.g. electric burner, iron)
- rope burns on the arms, legs, neck or torso

#### **Unexplained fractures:**

- to the skull, nose, or facial structure
- in various stages of healing (indicating they occurred at different times)
- multiple or spiral fractures
- swollen or tender limbs
- any fracture in a child under the age of two

#### **Unexplained lacerations and abrasions:**

- to the mouth, lips, gums or eyes
- to the external genitalia
- on the backs of the arms, legs, or torso

#### **Unexplained abdominal injuries:**

- swelling of the abdomen
- localized tenderness

-constant vomiting

**Human bite marks**-especially when they appear adult size or are recurrent

### **Behavioral Indicators of Physical Abuse**

Conduct, too, can be a tip-off to the presence of child abuse and neglect. Abused and neglected children may demonstrate certain characteristics behavior or conduct which can be spotted by the sensitive educator. For the adolescent particularly, behavior may be the only clue to child abuse and neglect. These behaviors may exist independent of or in conjunction with physical indicators.

The following are some of the behaviors which may be associated with physical abuse. The educator should be alert for the child who:

- is wary of physical contact with adults. In the classroom, most children accept physical closeness to a teacher. The abused child will often avoid it, sometimes even shrinking at the touch or approach of an adult
- becomes apprehensive when other children cry
- demonstrates extremes in behavior-extreme aggressiveness or extreme withdrawal, for example-behavior which lies outside the range expected for the child's age group
- seems frightened of the parents
- states he/she is afraid to go home, or cries when it is time to leave
- reports injury by a parent

### **Neglect**

Neglect involves inattention to the basic needs of a child, such as food, clothing, shelter, medical care and supervision. While physical abuse tends to be episodic, neglect tends to be chronic. When considering the possibility of neglect, it is important to not the consistency of indicators. Do they occur rarely, or frequently? Are the chronic (present most of the time), periodic (noticeable after weekends or absences), or episodic (seen twice this semester when there was illness in the family)? In a given community or sub-population, do all the children display these indicators, or only a few? Is this culturally acceptable child rearing, a different lifestyle, or true neglect? Answers to questions like these can be extremely helpful in differentiating between neglect and differing ways of life.

#### **Physical Indicators of Neglect** in School-Age Children:

- constant hunger, poor hygiene, or inappropriate clothing
- consistent lack of supervision, especially when engaged in dangerous activities of over extended periods of time
- constant fatigue or listlessness
- unattended physical problems or medical needs, such as untreated or infected wounds
- abandonment

#### **Behavioral Indicators of Neglect** in School-Age Children:

- begging or stealing food
- constantly falls asleep in class
- rarely attends school
- comes to school very early and leaves very late
- addicted to alcohol or other drugs
- engaging in delinquent acts such as vandalism or theft
- states that there is no one to care for or look after them

### **Sexual Abuse**

"Sexual". The word itself gets our attention, and triggers a host of reactions for each of us: feelings, memories, beliefs. In our society, sexuality is openly used on TV, film, music, advertising-we are bombarded with erotic images and messages. At the same time, sexuality is the ultimate privacy, often permeated with guilt, shame, taboos-difficult to discuss serenely and honestly even between mature, intimate adults.

Of all the types of child abuse, those which involve sexual exploitation are the most difficult to confront. This is due to two major factors: constraints on the victims which enforce secrecy (including society's attitude toward sex as a taboo topic); and the personal discomfort and denial of human service professionals which keep us from asking the hard question, "Has someone molested you?"

### **Definition**

Sexual abuse is any act in which a child is used for the sexual gratification of another. The perpetrator can be anyone from an older child to a career molester in his seventies. It can be incestuous, involving family members, or it can be an act between strangers. It can be an isolated event, or it can be ongoing over a period of years. It can be a gentle seduction, or it can be an act of torturous brutality. Any act in which a child is used sexually, is abuse. This includes non-contact acts, such as exhibitionism and verbal sexual abuse, which are not of the same serious degree as contact acts, but which traumatize the victim nonetheless.

In a study of 900 randomly chosen women conducted by Diane Russell, Ph.D. in 1979, 38 percent of those questioned had been abused by an adult relative, acquaintance or stranger before the age of 18. When non-contact experiences were added in, the numbers rose to 54 percent. In incestuous (relative-perpetrated acts, two thirds were very serious. Dr Russell denoted as *very serious* abuse-intercourse (vaginal, oral, and anal), cunnilingus, and anilingus: as serious-genital fondling, simulated intercourse, penetration of the anus or vaginal with a finger; and *least serious* abuse-fondling of buttocks, thighs, legs, or other body parts, clothed breasts or genitals, and kissing.

While these figures are mind-boggling, it is important to keep in mind that probably nearly as many boys as girls are molested. The commonly accepted statistic for boys is 1 out of 7; for girls, 1 out of 4. In fact these are conservative estimates. Sexual abuse of children pervades our society and is, as Florence Rush titled her book on the subject,

### The Best Kept Secret.

Since reporting of sexual abuse has skyrocketed, many observers are tempted to believe that sexual abuse of children had increased. This is probably not so. The slender evidence that exists indicated that the statistics today reflect what has historically been happening. It is important to bear in mind, however, with the ballooning of the divorce and remarriages rate, stepdaughters are six times more likely to be abused by the stepfather than a biological father (Russell). Furthermore, some researchers have suggested that many stepfathers are clever pedophiles who have found a way through marriage to have steady access to a victim or victims.

By far, most sexual abuse is committed in an ongoing relationship with the victim (90 percent). With girls, 67 percent of these occur within the family. This is less true for boys, since boys are often the targets of pedophiles (a pedophile is one who is exclusively attached to children for sexual gratification), and pedophiles tend to choose professions which give them access to children, or they simply work the streets. Thus, boys are at greater risk of being molested by an acquaintance or a stranger. Furthermore, while no firm statistics are available, the vast majority of perpetrators of sexual abuse are male, which is not the case with other forms of child abuse.

### **Physical Indicators of Sexual Abuse:**

Sexual abuse is not often discovered in a school setting through physical indicators alone. Frequently a child confides in a trusted teacher or counselor or nurse that he or she has been sexually assaulted or molested by a caretaker, and that may be the first sign that sexual abuse is occurring.

- difficulty in walking or sitting
- torn, strained, or bloody underclothing
- complaints of pain or itching in the genital area
- bruises or bleeding in external genitalia, vaginal or anal area
- venereal disease, particularly in a child under 13
- pregnancy, especially in early adolescence
- chronic stomach aches and gagging

### **Behavioral Indicators of Sexual Abuse:**

- appear withdrawn; engage in fantasy or infantile behavior; even appear retarded
- have poor peer relationships
- be unwilling to change for gym or to participate in physical activities
- engage in delinquent acts, or run away
- display bizarre, sophisticated, or unusual sexual knowledge or behavior
- state he/she has been sexually assaulted by caretaker

In training program, people respond to information about alcoholism based on their own patterns of drinking, not as professional treaters of alcoholism (DiCicco and Unterberger 1977). The training process seeks to promote an understanding of one's own drinking behavior compared with that of one's peers. For some it will bring out an unconscious fear of becoming an alcoholic (Bailey 1970). The discomfort initially experienced by professionals in training may be positive in the long run.

Bailey indicates once professionals have left the training experience and returned to or entered active practice, this discomfort will be applied to practical experience and will be reduced. The examination of attitudes toward drinking and alcoholism should result in the identification of real drinking problems for those who have them and a reassurance and elimination of guilt for those caregivers who drink appropriately.

Working with children seems to affect caregivers personally. This is amplified with children of alcoholics. Caregivers need gratitude and support just as other individuals do. Their self-esteem is down to some extent from their accomplishments with their clients. Since alcoholism can be a most difficult problem to resolve, caregivers are at risk for

depression and “burn out” as the frustration of working with alcoholic families and the bureaucracy within service institutions builds. Strong feelings about alcohol use by friends, relatives and family members may interfere with personal relationships. Caregivers may become intolerant of those who do not take the effects of drinking seriously.

Caregivers may need their own self-help groups to resolve the issues emerging from working with children of alcoholics. Whether such help is provided by their own institutions, through special alcohol study institutes, or by professional associations, it is essential to maintain the caregivers’ commitment to and involvement in the services they provide. Another important and widely available vehicle for combating professional burn-out is through attendance at meetings of AA, AlAnon, or Alateen.

### **Behaviors Indicative of Children of Alcoholics in the School Setting**

#### **General Indicators:**

- morning tardiness
- consistent concern with getting home promptly at the end of the day or activity period
- improper clothing for the weather
- repression: thumb-sucking, enuresis, infantile behavior with peers
- scrupulous avoidance of arguments and conflict
- friendlessness/isolation
- fatigue and listlessness
- hyperactivity and inability to concentrate
- sudden temper and other emotional outbursts
- exaggerated concern with achievements and satisfying authority in children who are already at the head of a class
- extreme fear about situations which involve contact with parents

### **Behaviors During Alcohol Education**

- extreme negativism about alcohol and all drinking
- inability to think of healthy integrative reasons and styles of drinking
- equation of drinking with getting drunk
- greater familiarity with different kinds of drinks than peers
- inordinate attention to alcohol in situations in which it is marginal, for example, in a play or movie not about drinking
- normally passive child or distracting child becomes focused or active during discussions about alcohol
- changes in attendance patterns during alcohol-education activities
- frequently requests to leave the room
- lingering after activity to ask innocent questions or simply to gather belongings
- mention of parent’s drinking to excess on occasion
- mention of drinking problem of a “friends” parent, uncle or aunt
- strong negative feelings about alcoholics

### **How to Respond if a Child From an Alcoholic Home Comes to You**

Regardless of whether you are a teacher, school nurse, counselor, social worker, librarian, club advisor, or director of a school activity, you will have many opportunities to help students with home problems. If you take advantage of your opportunities, there are many ways in which you can help those who have an alcoholic parent.

The following is a list of “do’s and don’ts” that may be helpful to you if a child from an alcoholic home turns to you for guidance.

**Do follow through after the child asks for help.** You may be the only person the child has approached about the family problem. Courses of action you might choose are:

- help the child contact a local Alateen Group where others who understand and share the problem of alcoholic parents are available for support.
- assist the child in “thinking through” all the sympathetic adults who play significant roles in his/her life (a favorite aunt or uncle, grandparent, minister, school counselor) who might be able to help.
- refer the child to an appropriate helping professional.

**DO develop and maintain a list of appropriate referrals,** including Alateen and other helping professionals in your community. Knowing which organizations have resource to help children will make it easier when a child comes to you.

**DO make sure that the child understands three basic facts.** First, he or she is not alone—there are more than 7 million children of alcoholics under the age of 20 in the United States. Second, the child is not responsible for the problem and cannot control the parent’s drinking behavior. Third, the child is a valuable, worthwhile individual.

**DO maintain a small library of books and pamphlets** on alcohol-related problems that have been written for children. Many of these are available at low or no cost from the National Clearinghouse for Alcohol Information, Alateen and the National Council on Alcoholism.

**Do be sensitive to possible cultural differences.** If the child who comes to you is from a different culture, it might be useful to explore the child's culture, including family structure, values, customs, and beliefs. The cultural differences might influence how you may most effectively help the child.

**DO be aware** that children of alcoholics may be threatened by displays of affection, especially physical contact.

**DON'T act embarrassed or uncomfortable** when the child asks you for help. It may be discouraging for the child and increase his or her sense of isolation and hopelessness.

**DON'T criticize the child's parents or be overly sympathetic.** The child may gain the greatest benefit just by having an adult friend with an understanding ear who will tell him or her where help can be found.

**DO know your limitations.** Of course, all professional staff will need to consider their legal, ethical and professional obligations as well as their competencies in deciding what they should and should not do with students. It is very important that educators seek assistance in areas where they are not authorized to function. If they are not trained as therapists, they should not try and act as therapists. If there is any doubt about the severity of a student's personal or social problems, there are usually counselors, school psychologists, or school social workers available who will gladly offer assistance.

**DO be an effective listener and communicator.** This means helping your students express their feelings and thereby deal with their fears and aspirations. One of the most unfortunate problems experienced by some children of alcoholics is that they have no one to talk with about their needs, fears, and hopes.

**DO facilitate their skills in developing primary relationships with other students and adults.** Some children of alcoholics have a different time relating to peers and adults. Like all students, they need opportunities to participate in primary group activities. However, many children of alcoholics need help to do so.

School personnel who lead extracurricular activities have many opportunities to assist in fostering primary relationships for students who are children of alcoholic parents. Like others, these students can acquire many benefits from extracurricular activities. However, for children of alcoholics, the more obvious benefits of extracurricular activities may be secondary to the benefits achieved through establishment and maintenance of peer relationships. The students not only learn how to take part in a sport, publish a newspaper, etc., but also gain a sense of belonging and a role that he or she values.

A vital role that you can play in the case of children from alcoholic families is in getting them involved. However, getting children of alcoholics to participate in group activities may be difficult. This is true because many such students are not eager-an extracurricular activity is just another responsibility to endure rather than a vehicle by which they can reduce the strain of existing responsibilities.

Furthermore, when a student's feelings of self-worth are minimal, he or she may feel incapable of contributing anything to a group and may have to be persuaded that his or her participation is needed.

But afterschool activities can also reduce the time children of alcoholic parents spend in uncomfortable situations. This is desirable in itself. Extracurricular activities also provide more time and opportunities for such children to interact with you and other potential adult role models. In addition, some students feel an educator outside of the classroom is more approachable than a teacher within a classroom, or that it is more permissible to discuss "after school" matters after school than during school hours.

The benefits of getting students involved in extracurricular activities have already been mentioned. Another suggestion is to foster situations in which certain children of alcoholics find it difficult to make new friends. Many are very withdrawn or are complete loners. Although the professional educators may be aware of the benefits to be derived from peer relationships, their skills will be put to a test to prove such benefits to a student who has never had friends. The student, for example, may take the advice to seek out friendships and confide in a peer who does not understand or, worse, one who ridicules the student. Educators must be prepared to be helpful when something like this goes wrong.

Perhaps your greatest contribution will be in the area of helping students to discover that their feelings are normal and it is permissible to be confused and sometimes upset about one's home environment. Exploring a student's feelings with him

or her can help you obtain a better understanding of that student. More important, an exploration of feelings may allow the student to grow in self-understanding.

**DO carefully observe them and their situations.** What you learn can be useful in showing you where the child needs help you can provide. Counselors, school nurses and coaches often have a special advantage in being able to observe conditions about which the student, their families or other professionals very much need to know.

For more information about how to plan services at the community level, the NIAAA recommends the following free publication:

A Growing Concern: How to Provide Services for Children from Alcoholic Families

Preventing Alcohol Problems Through a Student Assistance Program: A Manual for Implementation Based on the Wetchester County, New York, Model (a school based program)

Both of these are available from the National Clearinghouse for Alcohol information, PO Box 2345. Rockville, MD 20852 (301) 468-2600

Report of the Conference of Prevention Research. This book is available at no charge from The Children of Alcoholics Foundation, Inc., 540 Madison Ave, 23<sup>rd</sup> Floor, New York, NY 10022.

# The Four Year Old

## Motor Skills

Walks backward, toe-to-heel  
Jumps forward 10 times without falling  
Walks up and down stairs with alternating feet  
Turns somersaults  
Gallops  
Walks full length of balance beam or walking board  
Catches a rolled ball  
Cuts continuously on line  
Copies cross and square  
Prints V and H  
Imitates a 6-cube pyramid  
Matches simple parquet patterns

## Communication Skills

Follows 3 unrelated commands in sequence  
Understands comparatives like pretty, prettier, prettiest  
Listens to long stories, but may misinterpret the facts  
Incorporates verbal directions into play activities  
Understands more abstract words  
Understands sequencing of events when told  
"First we will go to the store, then you can go to play at Billy's house"  
Asks "when," "how," and "why" questions  
Uses modals like can and might  
Joins sentences together  
Uses because and so to indicate causality  
Tells content of story, but may confuse facts  
Comprehends questions like "What do we do when we're tired?"  
Repeats 5-word sentences  
Identifies common opposites, such as hot and cold  
Comprehends prepositions at the side of, in front of, between  
Retells a fairy tale in logical sequence



# The Five Year Old

## Motor Skills

Runs lightly on toes  
Walks forward, sideways on balance beam  
Can hop for 6 feet, 6 inches  
Skips, alternating feet  
Jump rope  
Skates  
Cuts out simple shapes  
Copies triangles  
Traces diamonds  
Copies or writes first name  
Prints numerals 1 to 5, and perhaps to 10  
Colors within lines  
Holds pencil properly  
Hand dominance usually established  
Pastes and glues appropriately  
Copies model of square made with pegs  
Awareness of own right and left side emerging

## Communication Skills

Comprehends quantitative adjectives, such as pair, few, many  
Comprehends verb agreement: is and are  
Occasional grammar errors still noted  
Still learning subject-verb agreement and irregular past tense verbs  
Language is essentially complete in structure and form, with correct usage of all parts of speech  
Can take appropriate turns in conversation  
Communicates with family, friends, or strangers  
Reads by way of pictures  
Answers questions directly  
Relates fanciful tales in own words

## Cognitive Skills

Retells story from picture book with reasonable accuracy  
May name some letters and numerals  
Counts 10 objects  
Sorts objects by size, color, shape  
Uses classroom equipment, such as scissors, meaningfully and purposefully  
Uses time concepts of yesterday, today, and tomorrow accurately  
Begins to relate clock time to daily schedule  
Attention span increases noticeably; is less distractible  
Learns through adult instruction as well as through exploration  
Concepts of function improve, as well as understanding of why things happen  
Completes a puzzle of a person divided into 6 parts  
Imitates 2-step triangle fold  
Competes sequential block patterns, alternating two blocks of one color of another color  
Matches and sorts with paper and pencil, making the one that does not belong

## Personal-Social Skills

Dresses self completely, ties bow  
Crosses street safely  
Makes simple sandwiches  
Can prepare bowl of cereal  
Brushes teeth independently, can apply paste  
Waters plants  
Can make simple purchases  
Can assist in making bed, setting table, sweeping  
Chooses own friends, may show preference for playmates of the same gender and age  
Plays simple table games  
Plays competitive games and enjoys sports that require group participation  
May be afraid of dogs, of the dark, that mother will not return  
Self-centered, with own interests and actions taking precedence  
Enjoys make-believe play



Sheboygan Area School District  
Community Recreation Department  
607 South water St 459-3773

## “Department of Keys and Locks”

Of all the equipment you receive and will be in charge of during the summer, **the keys you sign for on your first day are one of the most important.** A key that is lost and found by the wrong person or given to an unauthorized person cannot only mean many dollars in damage or loss of equipment but the key could possibly be used for numerous unwarranted entries.

It is your **duty and responsibility as a School District Employee to guard keys from loss of pilferage at all times and to follow the instructions and procedures.**

1. Each playground instructor will be issued a set of keys to their respective area which must be personally signed for on a **Master Checkout Card.**
2. On the opening day of the playground you will **check all locks to see that they are in working condition and to make sure the key fits.** If not, notify the office immediately giving specific information so the situation can be remedied.
3. Anytime during the playground season that locks or keys are needed, notify the office immediately.
4. Absolutely **no transferring** of keys allowed.
5. **Never** give a key or lock to anybody other than authorized members of the staff.
6. Report all key losses to the office **immediately.**
7. Monetary charges are made for all lost keys.
8. Locks should never be left hanging on the hook—this invites pilferage.
9. All locks and doors must be checked to make sure they are secured before leaving the area. (Watch for stones placed in door jams)
10. Check your keys before leaving your site. Make sure each day that you still have all assigned keys.
11. Keys must be returned to the office and checked in on your last day of work. They will be checked against the Master Checkout Card.

## Closing Procedures

Leave site in better condition than when you found it!!

\*Neatly pack all supplies in equipment chest. Small bags will be needed for small items. Place these in upper part of the box. One lock on box; other on cabinet.

\*Check inventory sheet. List any missing items.

\*Mark you box with site name.

\*Clean all areas you used during the summer.

\_\_\_\_\_ Sweep floors

\_\_\_\_\_ Use soap and water on table tops, counter tops, etc.

\_\_\_\_\_ Take down all playground signs, etc.

\_\_\_\_\_ Remove tape from windows

\_\_\_\_\_ Be sure no stains (paint, etc) are left on walls and floors

\_\_\_\_\_ Return any borrowed equipment

**School Custodian Should Check Above When Completed and Sign Here:**

---

\*Fill out playground evaluation with co-worker.

\*Tell your kids that playgrounds close at 4 p.m. on Wednesday. Encourage them to stay involved in the Recreation Department activities. The All-City Picnic will be from 10 a.m. to 3:30 p.m. on Thursday.

\*Pack all craft supplies on Wednesday, and pack into a cardboard box. Clean paint jars and brushes, plus scissors thoroughly. Group all scissors, pencils, crayons, etc. Put items in large bags as if you were going to put them away yourself. All supplies and equipment will be picked up on Thursday while we are at the picnic.

\*Report Friday, Aug\_\_\_\_ 8 a.m. -12:00 p.m. to the Recreation Department to help

Unpack equipment and to turn in:

All equipment used for your site

Keys

Playground evaluations

Staff manual, game manual, song manual

Timesheet

Attendance sheet-complete and accurately recorded

Accident reports

Registration slips marked with exact count and alphabetized

Any money left over from playground fund

Name tags

Please have all forms completed prior to coming in on Friday.



Sheboygan Area School District  
 Community Recreation Dept  
 607 S Water St 459-3773

**Tyke Summer Playgrounds-Weekly Report-Attendance**

<b>Day</b>	<b>Attendance Totals</b>	<b>Special Events</b>	<b>Weather</b>
<b>Monday</b>	Total-		
	Minority-		
<b>Tuesday</b>	Total-		
	Minority-		
<b>Wednesday</b>	Total-		
	Minority-		
<b>Thursday</b>	Total-		
	Minority-		

**Weekly Attendance Total:** \_\_\_\_\_

**Weekly Minority Total:** \_\_\_\_\_

**Total Registered:** \_\_\_\_\_

**Additional Comments:** \_\_\_\_\_

**Director's Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_



Sheboygan Area School District  
Community Recreation Dept  
607 S Water St 459-3773

Week of \_\_\_\_\_

Tyke S  
Traditi

### REQUISITION FORM

Date Received and Time	Leader's Name and Playground	Equipment or supplies needed	Quantity	Return

Requisition filled by \_\_\_\_\_

SHEBOYGAN AREA SCHOOL DISTRICT  
 COMMUNITY RECREATION DEPARTMENT  
 607 SOUTH WATER STREET  
 459-3773

**TIME SHEET**

DATE \_\_\_\_\_

DUE IN RECREATION  
 OFFICE 2 WEEKS  
 PRIOR TO PAYDAY



Employee Name  
 S.E.A.DISTRICT  
 (Print) \_\_\_\_\_ Sue Smith \_\_\_\_\_  
 RECORD EMPLOYEE NUMBER BELOW

HIGH SCHOOL STUDENT

LOCAL #1750 CUSTODIAN

OTHER

DISTRICT PROFESSIONAL TEACHER

SASD Professional Teacher DUE 1st of each month

ADDRESS \_\_\_\_\_ 1512 Karen Cir Sheboygan, WI 53083 \_\_\_\_\_

DAY	DATE	NAME OF PROGRAM or ACTIVITY(Grade(s) If An Official or Supr.)Write "SUB" if applicable.	SITE-(Building, Gym, Pool, Park, etc.) worked at	HOURS FROM and TO (Game Time if you are an Official)	TOTAL (Hours or Games)	RATE OF PAY(per hour or game)
Sat	June 7	NEWPRO Conference Playgrounds	Oshkosh		3.0 hrs	8.25
Mon	June 16	Inservice/Playgrounds Traditional	Longfellow	9am-12pm	3.0 hrs	8.25
Mon	June 16	Inservice/Playgrounds Traditional	Longfellow	1pm-4pm	3.0 hrs	8.25
Tue	June 17	Inservice/Playgrounds Tykes	Longfellow	8:45am-12pm	3.25 hr.	8.25
Tue	June 17	Inservice/Playgrounds Tykes	Longfellow	1pm-4pm	3.0 hrs	8.25
Tues	June 17	Tykes Planning	PRRC	4pm-5pm	1.0 hr	8.25
Wed	June 18	<i>Inservice/Playgrounds Traditional</i>	Longfellow	9am-12pm	3.0 hr	8.25
Wed	June 18	Traditional Planning	Library	12pm-12:30	.50	8.25
Wed	June 18	Inservice/Playground Traditional	Longfellow	1pm-4pm	3.0 hrs	8.25
		<b>TOTAL HOURS</b>			<b>21.75</b>	

2003 Paydays: Jan 3,17,31; Feb 14,28; Mar 14,28; Apr 11,25; May 9,23; Jun 6,20; Jul 3,18; Aug 1,15,29; Sep 12,26; Oct 10,24; Nov 7,21; Dec  
 \*\*PLEASE TOTAL HOURS\*\*

**CHECK** if additional hours are on back! **EMPLOYEE NUMBER** \_\_\_\_\_ 000456 \_\_\_\_\_

\*\*\*\*\*

FOR OFFICE USE ONLY APPROVED BY \_\_\_\_\_

ACCOUNT NUMBERS	A REG HRS	B O.T. HRS	K D.T. HRS	PAY RATE
86-516-143-340000-				
86- -143-340000-				
85-516-143- -000				









Sheboygan Area School District  
Community Recreation Department  
607 S. Water St 459-3773

## THEME WEEK

### ***Description of planning***

When planning theme weeks, it is up to each playground to decide when they are going to use each theme. The themes listed below are examples that we can to be used The planning includes:

1. Choosing the theme.
2. Following that theme to some extent throughout the week by inviting a member/group in the community who is knowledgeable on the topic to come and give a presentation or demonstrate activities.
3. Doing fun things with the children so they learn about these themes.

The reason we encouraging the theme week concept into our program is to help with organization of the playground, and to keep the planning process more structured. We are hoping that this will recruit more children to the playground by offering new activities and ideas. Last, we would like to incorporate community education into our program. We are hoping that the theme weeks will help with all of these things.

#### **\*Safety**

Water  
Fire  
Bike  
Police

#### **\*Science & Nature**

Rocket building  
Nature walks  
Recycling  
Astronomy  
Plant flowers

#### **\*Sports**

Soccer  
Sailing  
Baseball  
Swimming

#### **\*Fitness Week**

Nutrition  
Fitness classes  
General health  
Obstacle courses

#### **\*Respect and Manners**

Bring a friend

#### **\*Fun and Crazy Days**

#### **\*Arts**

Puppet play  
Museum tours  
Dance and music

#### **\*Animals**

Pet parade  
Animal care  
Animal safety  
Farm visit

# Tyke Theme Days

Action Figure-Alphabet-Backwards-Balloon-Beach-  
Big Wheel Derby-Birthday-Bring a Friend-Bubble-  
Bug-Build Your Own House-Camping-Career-Chalk  
Drawing-Cartoon Character Day-Christmas in July-  
Circus-Clown-Color-costume-Cookie-Craft-Crazy-  
Crazy Hair-Crazy Relay-creepy Critters-Dance-  
Dinosaur-Disney-Dr Seuss Day-Earth-Easter-50's-  
Face Painting-Family-Farm-Favorite Game-Favorite  
Sports Team-Finger Painting-Fruit-Game-Halloween-  
Hat-Hawaiian Day-Hero-Hollywood-Ice Cream-  
International-Jello-Kite-Laugh-Messy-Mix Match-  
Movie Morning-Music-Mystery Morning-Nature-  
Obstacle Course-Olympic-Paint-Parachute-Peanut-  
Peanut Butter and Jelly-Pet-Pet Rock Day-Picnic-  
Picture-Pig Out-PJ-Plane-Playdough-Popcorn-  
Pudding-Puppet-Puzzle-Safety-Sailing-Science-  
Scrapbook-Seed-Senses-Shape-Show and Tell-Slip  
and Slide-Space-Sports-Sports Uniform-Stars and  
Stripes-Storybook-Stuffed Animal-Talent-T-ball-  
Theater-T-shirt decorating-Treat-Treasure Hunt-  
Under the Sea-Wacky Wednesday- Water=Water  
Balloon-Watermelon-You be the Leader

## Tykes Special Event Ideas

Show and tell  
Pet show-also pet show with stuffed animals  
Circus day  
Rhythm band day  
Treasure hunt pirate day  
Obstacle course  
Christmas in July-have Santa visit  
Easter in August-dye eggs and have an Easter egg hunt  
Relay race day  
Movie morning  
Crazy day-have tykes wear their clothes backwards, or mis-matched  
Treat day-have each child bring a treat to trade with another child.  
Rainbow day  
Space day  
Cartoon character day  
Love day  
Shape day  
Farm day  
Bubble day  
Olympic day  
Seed/nature day  
Everyone's birthday day  
Clown day  
Backwards day  
Western day  
Hat day  
Bring a buddy/friend day-have the children bring a friend to share for the day  
Halloween day-have children wear a costume  
Water day  
Dancing day  
Career day  
Family day  
Pajama day  
Safety day-have police or fire dept visit  
Storybook day  
Stars and stripes day  
Balloon day  
Potato day  
Cowboy and Indian day  
Alphabet day

## Examples of Tyke Days and Activities

### Mix Match Day

- Y Kids dressed goofy
- Y Games: Islands, Clothespin tag
- Y Craft: Craft sticks puzzles
- Y Book: Dr. Seuss story

### Space Day

- Y Games: Man from Mars, Blast off, Moon rock hunt (aluminum foil balls), Moon-Moon-Star
- Y Craft: Alien puppets (paper bags decorated crazy with aluminum foil, pipe cleaners, pompoms, glitter, etc)
- Y Book: Regards to The Man in the Moon
- Y Song: Twinkle, Twinkle, Little Star

### Hat Day

- Y Games: Hat chief
- Y Craft: Head bands with feathers
- Y Book: Ho For a Hat

### Halloween Day (2)

- Y Kids dressed up in Halloween costumes
- Y Games: Ghost in the graveyard, Frankenstein What Time Is It?, Ghost from mars
- Y Craft: Decorated trick or treat bags-then kids sat in a circle "trick-or-treat"
- Y Book: Barenstein Bears Afraid of the Dark
- Y Songs: 5 Green Speckled Frogs, If You're Happy and You Know It
- Y Games: Candy scavenger hunt, trick-or-treating, send one kid away and put a sheet over one of the kids (the ghost), and have the other child come back and guess who the ghost is.
- Y Craft: Jack-o-Lanterns
- Y Book: On the Moon

### Scavenger Hunt Day

- Y Games: Lemonade, Skip to shore, Red rover
- Y Candy hidden on the playground
- Y Craft: Junk art

### Pirate Day

- Y Games: Ship to shore. Bean bag relays, time on the pirate ship (jungle gym)
- Y Craft: Eye patches, and flags to wear
- Y Book: Make up a pirate story
- Y

### **Disney Day**

- Y Children wore Disney clothes/dressed as Disney characters
- Y Games: Mickey-Mickey-Mouse, Man from Disney World, Sleeping Beauty
- Y Craft: Mickey Mouse faces on a stick
- Y Book: James and the Giant Peach
- Y Song: Mickey Mouse Club Theme

### **Police Officer Day**

- Y Police officer came with McGruff
- Y Games: All Emergency, Fire House to Police Station, Police Man Says
- Y Craft: Badges and hats
- Y Story: Big Fire Trucks

### **Pet Day**

- Y Show and tell-kids brought pets
- Y Games: Doogie-Doogie, Duck-DuckGgoose
- Y Book: Poky Little Puppy
- Y Songs: Wags

### **Color Day**

- Y Games: Man from Mars, Red light-green light, Circle stride
- Y Craft: Shape puppets (to use with story)
- Y Story: Triangles Are Not Bad
- Y Song: The People on the Bus

### **Sailing Day**

- Y Games: Ship to shore, Man from Mars
- Y Craft: Sailboats made from 20 oz soda bottles sand filled about 1/4 of the way
- Y Sailboat race in kids pool
- Y Song: Wags

## **NATURE DAY**

**Games-** Jungle upset  
Rabbit, Elephant, Palm Tree  
Animal relay races  
Squirrels in the trees

**Crafts-** Sand craft  
Burlap hanging  
Nature creatures  
Clothespin butterflies  
Fuzzy spiders

**Songs-** The Little Green Frog  
Little Rabbit Foo Foo  
Five Little Ducks  
Itsey Bitsey Spider  
The Bear Went Over the Mountain

### **Fingerplays-**

#### **Sleepy Caterpillars**

“Let’s go to sleep”, the little caterpillars said,  
As they tucked themselves into their beds  
They will awaken by and by,  
and each one will be a lovely butterfly.

#### **What the Animals Do**

We’ll hop, hop, hop like a bunny,  
and run, run, run like a dog,  
We’ll walk, walk, walk like an elephant,  
and jump, jump, jump like a frog,  
We’ll swim, swim, swim like a goldfish,  
and fly, fly, fly like a bird,  
We’ll sit right down and fold our hands.

#### **Striped Chipmunk**

A little striped chipmunk  
Sat in a tree,  
Counting all his chestnuts,  
One, two, and three.

When little Betty Boston went out to play,  
The chipmunk flipped his tail,  
And ran far, far away!

#### **Here Is A Bunny**

Here is a bunny with ears so funny,  
Here is his hole in the ground,  
Up go his ears and he runs to his hole.  
When he hears a strange little sound.

#### **Swinging Birds**

Two tall telephone poles,  
Across them a wire is strung,  
Two little birds hopped on,  
And swung and swung and swung.

### **Books-**

The Swinging Sparrow by Robert  
Devin & Goliath by Mary Christian  
Timothy Turtle by Al Graham  
Zig-Zag the Bee by Mirabel Cecil

## **FARM DAY**

**Games-** Have children make farm noises-  
Guess what animals  
Farmer in the Dell

**Craft-** Chicken sample  
Farm picture

**Songs-** B-I-N-G-O  
“Cow is one-Cow is two”  
What Do They Do When They Talk to You?  
Old MacDonald Had A Farm  
Oats, Peas, Beans, and Barley Grow

### **Fingerplays-Two Mother Pigs**

Two mother pigs lived in a pen-*show thumb*  
Each had four babies that made ten-*show*  
*thumb & fingers*  
These four babies were black as night-*one*  
*hand up with thumb in palm*  
These four babies were black & white-*hold*  
*other hand up with thumb in palm*  
But all eight babies loved to play  
And rolled and rolled in the mud all day-*roll*  
*hands over each other*

## **Two Little Blackbirds**

Two little blackbirds  
Standing on a hill-hands on shoulders  
This one is Jack-show right hand  
This one is Jill-show left hand  
Fly away Jack-right hand behind back  
Fly away Jill-left hand behind back  
Come back Jack-right hand on shoulder  
Come back Jill-left hand on shoulder  
Two little blackbirds  
Standing on a hill.

### **Books-**

The Little Red hen by Paul Golden  
Ethel's Exceptional Egg by Linda a Bourke  
Ox-Cart Man by Donald Hall

### **Other Activities-**

Dress as farmers  
Bring stuffed farm animals  
Have a farmer bring farm animals

## **COLOR AND SHAPE DAY**

### **Games-**Man from Mars-stresses colors

Red light, Green light  
Colors-those that don't have the color  
called run while the others with the color  
walk.

### **Craft-** Colors & Shapes Booklet –draw shapes and color them

Mobiles-have 3"-4" sq cut Have children make  
circles, triangles, or any shape. Cut string at  
various lengths, attach to cardboard to hang  
from 2"x6"

### **Songs-**Stop Look Listen

Stop Look Listen  
Before you cross the street  
No cars coming  
Then walk across the street  
On top of spaghetti  
5 little angels

### **Fingerplays-**

Eentsy, Weentsy Spider  
I'm a little teapot  
Falling leaves

Many leaves are falling down-fingers above  
Yellow, red, and even brown-head down

Falling on the frosty ground-fingers slowly fall  
down

Falling on the frosty ground  
Snowflakes  
Snowflakes whirling all around  
All around, all around  
Snowflakes whirling all around  
Until they cover all the ground

### **Books-**The Listening Walk by Showers

The Color Kitten by Brown  
Adventures of Three Colors by Tison

## **THE CIRCUS IS COMING TO TOWN**

### **Games-**

Marching Ponies  
In The Ring(No props-no  
costumes) One youngster is the  
ringmaster (says Ladies and  
Gentleman, the parade begins)

1. Ponies (galloping, running and high stepping)
2. Elephants
3. Dancing Bears
4. Kangaroo Hop
5. Skaters
6. Tight rope walkers (line drawn on floor)
7. One leg balancing
8. Bear riding his bike
9. Juggling Balls
10. Finale-each does his/her stunk or trick

### **Crafts**

Circus wagons-plastic meat tray, yarn, circus  
animal cut-out, paper fasteners

1. Paste circus animals to the inside of the  
meat tray.
2. Cut slits into the plastic meat tray.
3. Slip yarn into the slits so that they look like  
bars.
4. Add wheels with construction paper scraps

## **PAJAMA DAY**

**Songs**- Ten Little Indians-substitute clowns  
One little elephant:

One little elephant went out to play  
Upon a spiders web one day  
He had such enormous fun  
That he called for another elephant to come  
(keep repeating above verse changing the  
number each time another elephant is selected  
to forma chain of walking elephants)

Clowns

The first funny clown says, "clap your hands"  
The second funny clown says. "wiggle your toes"  
The third funny clown says, "tap your feet"  
The fourth funny clown says, "wiggle your nose"  
The fifth funny clown says, "make a smile"  
The sixth funny clown says, "make a frown"  
The seventh funny clown says, "stand tall"  
The eight funny clown says, "sit down"

**Fingerplays**-Five Little Monkeys  
Baby Kangaroo  
Lion

The lion in the circus roars  
He crouches down upon all fours  
Grrr.... Grrr.... Grrr....  
I think I'd make a noise that way  
If I were in a cage all day (can substitute other  
animals)

Wallaby Kangaroo  
Wallaby, Wallaby Kangaroo  
How do you jump the way you do  
I'm sure if I tried for a year and a day  
I'd never be able to jump that way.

**Games**-Sleeping Beauty & the Beast

Blue Bird through my window-make a  
circle and hold hands up high. One person  
weaves in and out under hands. People sing  
Blue bird blue bird through my window 3 times  
and then adds tap (someone's name) on the  
shoulder.

Cartoon tag

**Crafts**-Cheerio/Fruit Loop chains

Teddy Bear-patch board  
String/sew bear-trace pattern of bear on  
paper or cardboard. Pain, crayons, glue  
material, etc. or punch holes around the edges  
and sew.

**Songs**-Good Morning Song

Are You Sleeping  
Rock-A-Bye Baby  
Fuzzy Wuzzy

**Fingerplays**-A fingerplay for nap time

Good morning  
Ten little monkeys  
Mulberry bush

**Dance**-Make up actions for Twinkle, twinkle

**Books**-My Mother Didn't Kiss Me Last Night by

Charlotte Herman  
Good Night Owl by Pat Hutchins  
Alexander and the Terrible, horrible, No  
Good...

Bedtime For Francis by Hoban  
Have the children bring their own favorite  
bedtime story

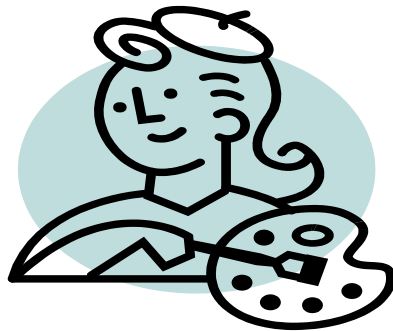
**Other Activities**-Nursery Rhyme "Little Boy  
Blue

Little Boy Blue, come blow your horn  
The sheep's in the meadow, the cows in the  
corn  
Where is the boy who tends the sheep  
He's under the haystack fast asleep.

# Face Painting Sticks

- \*Use thin paint brush
- \*Dip in water
- \*Brush on paint stick
- \*Put on Face

When finished, please put stick back in bag!



## Stunts and Games for Tykes

### Relays- Bean bag pass

Circle bean bag

Carry and fetch-one carries to a spot and then another team mate fetches

Partner relay

Wheelbarrow relay

Chariot relay-3 children run together holding hands

Potato relay

Bounce ball relay

Kangaroo relay-ball between knees and then has to hop to line

Rescue relay-one person has to rescue everyone on his/her team

Paper cup pass-with drinking straws pass cup to the next person

### Stunts-Rocking horses

Log rolling

Balloon toss

Forward roll

Bear walk

### Games-turtle obstacle course-with pillow on back, do on obstacle course

Hat pass-pass a hat, put it on. When music stops the player with the hat on goes out of the circle

Ghost-one person leaves the room. Another player is chosen to be the ghost and puts a sheet over his/her head. The other player then tries to guess who it is.

Simon says

Follow the leader

Captain may I/Uncle Sam

Red light/green light

Statues

Hot potato

Duck, duck, goose

(Drip, drip, splash, smurf, smurf, gargamoyle)

Red rover

Doggie, doggie, who's got the bone

Gone to Kentucky

## Song Games-

\*Farmer in the Dell  
Shoe find  
\*Here we go round the mulberry bush  
People to people  
Cars  
\*Did you ever see a lassie  
Beater goes round  
Dodge ball  
Jump the brook  
Circle stride ball  
Man from Mars  
\*London bridge  
Hospital tag  
No walking, no talking, no teeth  
Squirrels in the trees  
Cage ball activities  
Stuck in the mud  
Blob tag  
Indian chief  
Octopus  
Frisbee tag  
Crab bag guessing game  
Obstacle course  
Kick ball

\*Some of these are song games.

Make sure you know the words and actions before you begin

# Games for Tykes

Alley Ball	No Walking, No Talking, No Teeth
Animals in the Zoo	Octopus
Beat the Bunny	People to People
Beater Goes Round	Red Light, Green Light
Black Cat	Rock Star
Chief	Scissor Legs
Clean Up Your Backyard	Ship to Shore
Cookie Jar	Snake In the Grass
Commotion in the Ocean	Spiders and Flies
Crazy Chase	Spud
Cut the Cake	Squirrels in the Trees
Doggie Doggie	Steal the Bacon
Duck, Duck, Goose	Stuck in the Mud
Dragon Trail	This is my nose
Elbow Tag	Uncle Sam
Farmer in the Dell	What are you Doing?
Freeze Tag	Whistle Mixer
Group Juggling	Zoom
Hot Potato	
Indy 500	
Jump the Brook	
Knots	
Lemonade	
Man From Mars	
Monkey Ball	
Mouse Trap	
Mr. Fox	
Murder (Frogger)	



Sheboygan Area School District  
Community Recreation Department  
607 S Water St 459-3773

## GUIDE FOR USE OF CRAFT ROOM

The craftroom is open to all playground staff. The key to this room will be on the hook next to the book shelves.

Please make sure you lock the craftroom and return the key when finished.

- \* cut rolled display paper (not tear)
- \* take only what you need.
- \* if you have supplies at your site you do not need, return it, someone else might need it.
- \* use the old supplies before you use the new.
- \* above all, keep the room clean!!

The more organized and clean the craftroom is, the easier it will be to clean after playgrounds are done.

## Crafts For Tykes

Yarn covered bottles  
Painted sand picture/bottles  
Colored shaved crayon butterfly  
Contest drawings  
Junk creations-good for last day  
Rock painting  
Plant watchers  
Things to wear-hats, bracelets/necklaces, masks, vests-out of paper bags, rings, t-shirt-tie dye, Sunglasses-cardboard and cellophane  
Spatter paint  
String art  
Fans-good for very hot days  
Egg carton-octopus, glasses, spiders, caterpillars, flowers  
Milk carton boats-use the top and bottom  
Puppets-paper bag, paper cup, plastic can  
Paper plate pockets  
Tissue paper flowers  
Rocket ship-from toilet paper roll  
Pigs or dogs  
Baseball gloves or mitts  
Macaroni art  
Western badges  
Cookie decorating  
Heart people  
Heart butterfly  
Roller painting-with deodorant jar  
Eye dropper painting  
Sponge painting  
Dixie sup or tin can telephones  
Murals  
Binoculars  
Torn paper pictures  
Pinwheels  
Straw string beads  
Chalk over glue pictures  
Yarn designs  
Blow art with straws  
Potato painting  
Hand prints with tempera paint and dish soap  
Nature collages  
Magazine collages  
Name tags  
Chalk drawing on the pavement-be sure to get the approval of the janitor  
Finger painting  
Painting with pudding  
Popcorn pictures  
Shape pictures  
Sticky tape pictures  
Paper plate faces  
Fish pictures-trace around feet-make this into a fish and add water and bubbles

## ***Tyke Recipes***

### **Silly Putty**

2 cups Elmer's glue  
1 cup liquid starch  
mix until consistency of silly putty. Can add food coloring

### **Finger Paint**

1 cup flour  
Enough water to make a creamy paste  
Add tempera paint and more water to make a creamy paint. Paint on top of table.

### **Finger Paint II**

1 cup of flour  
1/2 cup water  
1 cup of liquid detergent  
Mix to a paste. Add detergent and food coloring.

### **Finger Paint III**

1 cup cornstarch diluted in  
1 quart boiling water  
add 1/2 cup soap flakes

### **Chocolate Pudding Finger Paint**

Prepare instant chocolate pudding as directed on package.  
Use as finger paint.

### **Sawdust**

Use plain sawdust like sand. Measure it, pout it, dig in it. Or you may add water and use it as dough.

### **Cornstarch Clay**

1 cup cornstarch  
2 cups salt  
1 1/3 cups cold water  
Put salt and 2/3 cup water in a pot and bring to boil. Mix cornstarch with remaining water and stir well. Blend these two mixtures together and knead into clay. Makes 3 cups. Mold clay into various shapes or objects and let dry (takes several hours). You may paint then when dry. Store unused clay in plastic bag in refrigerator.

### **Play-Dough Clay**

1 1/2 cups flour  
1/2 cup salt  
1/2 cup water  
1/4 cup vegetable oil  
Mix flour and salt together. Slowly add water and oil. Knead well. Objects that you wish to keep should be left out to harden. Leftovers should be covered and refrigerated.

### **Soap Crayons**

Pour 1/8 cup water, fill rest of measuring cup to top with Ivory Flakes. Mix water and soap until you have a thick paste without big lumps. Add 30-40 drops of food coloring and stir until all white is gone. Scoop out mixture and put in ice cube tray. Press paste until filled to the top. Place in warm, dry place for 1-2 days, until paste tests hard to the touch. Pop soap crayons out of the tray. The marks left by these crayons wipe off bathtubs, sinks, even bodies.

### **Paste**

1 cup flour

1/2 cup water

Combine flour and water and mix until creamy. Store in covered container. For more durable paste, add 1/2 cup flour to 1 cup of boiling water. Stir over low heat until thick and shiny.

### **Mud Dough**

2 cups of dirt

2 cups of sand

1/2 cup salt

Add water and mix until dough is pliable.

### **Best Ever Play Dough**

1 cup flour

1 cup water

2 teaspoons cream of tartar

1/2 cup salt

1 tablespoon oil

Stir together, cook for a few minutes until it forms a ball. Add food coloring. Store in air-tight container.

### **Donna's Play Dough**

2 cups of water

1 cup of salt

2 tablespoons alum (optional)

2 tablespoons vegetable oil

Food coloring

Mix together the above ingredients bring to a boil. Remove from stove and add 2 cups of flour. Mix. Cool until it can be handled. Knead well. Store in plastic bag in refrigerator.

### **Stayfresh Play Dough**

1 cup flour

1/2 cup salt

1 tablespoon alum

1 tablespoon salad oil

7/8 cups of water

Mix together flour, salt alum and salad oil in a bowl. Pour in boiling water. Mix well and knead. After using, wrap in plastic bag or Cool Whip container and store in a cool place. For long storage put in refrigerator. Can add food coloring.

### **Molding Goop**

2/3 cup water

2 cups table salt

1/2 cup water

1 cup cornstarch

beads, colored objects-macaroni-etc

Add 2/3 cup water to the salt in a pan; stir and cook over medium heat stirring for about 4-5 minutes until salt is dissolved. Remove mixture from heat. Gradually mix 1/2 cup water with cornstarch in a separate container. Stir until smooth. Add cornstarch mixture. Return to low heat and stir until smooth. The "goop" will thicken quickly. Remove from heat. Transport in plastic bag or air tight container. Have children use goop to shape objects. These objects can harden in the sun.

### **Simple Playdough Recipe**

1 cup salt

2 cups flour

1/4 oil

1/2 cup water

Mix all ingredients together. Transport in air tight container.

## **BUBBLES**

### **Bubble Art**

1 cup granulated soap or soap powder

1 quart warm water

liquid food coloring

Dissolve soap in warm water. Stir in food coloring. Pour mixture into a can and have children blow.

### **Home Made Bubbles**

1/4 bottle of Dawn

plastic soda can holders

wire hanger bent into circle, if desired

plastic bucket for solution

Mix detergent and water. Mix it together and test solution with holders to see if it is strong enough to make good bubbles. Have a holder for each child and 5 children to a bucket.

### **Bubble Painting**

1/2 cup laundry detergent

2 tablespoons liquid starch

food coloring or paint

Mix with an egg beater until it gets kind of thick. Then use spoons, tongue depressors, or fingers to make a picture.

### **Soap Suds Pictures**

1/2 cup laundry detergent

2 tablespoons liquid starch

food coloring or paint

Mix with an egg beater until it gets kind of thick. Then use spoons, tongue depressors, or fingers to paint a picture.

## CRAYON ART

### Rainbows

1. Cut cardboard into the shape of a rainbow.
2. Cut construction paper into very small squares.
3. Glue the squares onto the rainbow arches of the appropriate colors.

### Paper Plate Wiggle Worms or Zig Zags

Materials needed: one paper plate

Crayons, yarn, hole punchers, scissors

Have children color the plate (both sides) and then help them cut the plate. Punch a hole in the plate near where you started to cut and tie a piece of yarn to this hole. Have the kids hold onto the yarn and run with the plate-it will unwind in the wind when you are done.

### Cardboard Structures

Cut cardboard into many shapes. Put a slit in each. Let children put different shapes together to build. Connect shapes by putting one piece into the slit of the other.

## GLUE ART

### Seed Plaque

Collect seeds from the ground or excess seeds from home. Then glue the seeds on a piece of wood. When dry shellack or de-o-page wood.

### Paper Daisy

1. Get many different colored construction paper strips of uniform length
2. Make loops of them.
3. Join them together in the center.
4. Add the stem and the center.

### Christmas Ornament

Materials: paper shapes, stapler

Crayons, balloons

Draw Sesame Street characters and color. Find a balloon to use as the different characters nose, snout, beak, etc.

### Glue Name

On a sheet of paper write the child's name. Then take it and turn it up in the sand and let it dry.

## KITES

### Paper and Straw Kit

Materials: straws, construction paper, streamers, string

Take two straws, staple into a cross, then take a 9x9 square of paper (have kids decorate it) and staple the cross to the flat edges. From the paper side of the kite push a needle with it, wrap it around the cross then push the needle back through the other side, tie the yarn and leave 4-5 feet. Glue on streamers on the corner as a trail for the kite. They really fly!!

### Flying Fish

Materials: a strip of paper 11" x 1 1/2 " (any thin paper will do)

Scissors, pencil, ruler, crayons

1. Cut a slit about half way through the strip of paper, about 3" from each end of the paper strip.
  2. Decorate the strip with bright colors.
  3. Roll the strip around and slide slits into each other.
  4. Pinch lightly in the center
  5. Reach up and "drop" the flying fish in the air. It will twirl down.
- \*Optional: punch a hole in front and tie a string on. Hand string from a hanger to make a mobile or let wind catch fish to fly.

## **PAINTING**

### **Painted Marble Art**

Have a box almost the size of pieces of paper. Lay the paper on the inside bottom of the box. Have marbles in containers of different colored paint. Drop the marbles in the box. Have marble in containers of different paint. Drop the marbles in the box and roll them around inside for a design. Make turtle out of rocks and paint green. Need beady eyes.

### **Rock Painting**

Rocks, Googly eyes, paint  
 Paint brushes, containers,  
 Yarn/scrapes/etc  
 Newspaper

Cover tables with newspapers. Have the kids paint the rocks. When dry the children can add googly eyes, and yarn for hair. Be creative.

### **Marble Painting**

Box, paint, marbles, white paper

Put the paper inside the box. Put blobs of paint on the paper. Then roll the marbles in the box to make a design with paint.

## **PUPPETS**

### **Puppet Chick-a-dees**

Pattern pieces  
 Small 10 cent paper bag

1. Glue the crown, eyes, and beak to the bottom flap of the bag.
2. Glue the tail to the back of the bag and bend it down.
3. Place the bag on the hand for puppet.

### **Elephant Puppet**

Stuff a small lunch bag with newspaper, take a second bag and put over the first to close it. Tape the bags together. Use construction paper for eyes, ears, trunk, tail. Draw in legs and toes.

### **Paper Plate Puppets**

1 paper plate and 1/2 of another  
 2 construction paper ears  
 1 stapler  
 1 strand of yarn  
 1 top of an egg carton

Staple the 1/2 piece of paper plate to the back of the whole paper plate. Staple on ears to top of plate. Glue on yarn mouth and carton nose. Draw on your own eyes.

### **Plant Watchers**

Stones-flat, size of silver half dollar

Popsicle sticks-any size

Glue, movable eyes

Glue stone on popsicle stick. Have children write their name on the stick, Have children make a face on the stone and glue on eyes.

## **STRING ART**

### **Stick Weaving**

Sticks, yarn (earth tones)

Scissors

Sticks must have a "Y" on them. Tie yarn on stick. Wind yarn around stick to make a design, Cut yarn and tie to end of stick.

### **Circus Train**

Styrofoam fruit containers

Picture of animal

String or yarn

Make slits in fruit container every 2 inches. Paste colored picture of animal in the center of container. String the yarn around the container.

### **Cereal Necklace**

Cereal (Cheerios, Fruit Loops)

Yarn

Give each child a piece of yarn about neck length-yarn should already have a knot tied in one end and tape wrapped around the other to have a "sharp" end. The child strings the cereal on the yarn until the necklace is full. Tie it around the child's neck and encourage them not to eat the cereal.

## **ROLL ART**

### **Spider**

Cut 1 3/4 off of toilet roll for body. Cut 10 stripes of black construction paper for 5 inches long by 1/2 inch wide.

1. Fold strips for legs in back and forth fold and glue to inside of toilet paper roll.
2. Glue on pom pon for eyes.
3. Attach black string.

### **Tube Soldier**

Decorate a toilet paper tube as a soldier with a crayon or marker. You can use little stars and stripes and glue them on. Use a small nail to make a hole in either side of tube and run a pipe cleaner through the toilet paper roll for the arms. You can make little instruments out of paper clips (bugle), paper (cymbals) toothpick (baton), or cottage cheese containers (drums).

## MISC

### **Pearly Soda Clay**

You will need:

- 1 cup baking soda
- 1/2 cup cornstarch
- 3/4 cup water
- Food coloring (optional)

In a saucepan, stir together the baking soda and cornstarch. Add the water, mixing well. Cook the mixture over low heat (adults should do), stirring occasionally, until it resembles mashed potatoes, about 7-10 minutes. You will need to stir it almost constantly the last few minutes as it thickens. Remove the pan from the heat and set it aside. When the dough has cooled, turn it out onto a floured board. Knead the dough with your hands, adding more cornstarch as needed, to create a workable clay. Allow creations to air dry overnight. Refrigerate any leftover dough in a ziplock bag for up to 3 days.

### **Lickety-split Lip Gloss**

You will need:

- 1 tablespoon solid vegetable shortening
- 1 teaspoon honey
- 1 packet ( .13 to .23 ounce, or enough to make 2 quarts)  
unsweetened flavored powdered drink mix, such as kool-aid
- 1/4 teaspoon hot water

Combine the shortening and honey in a small bowl. In a separate bowl, stir together the drink mix and water until the powder is dissolved. Stir the water mixture, until the gloss is colored and scented to your liking. To save the lip gloss for another day, refrigerate it in an empty lip gloss pot or other clean container for up to 3 days.

### **Oatmeal Clay**

You will need:

- 1 cup rolled oats (you can use instant or old fashion)
- 2/3 cup all purpose flour, plus extra
- 1/2 cup water
- Food coloring (optional)

Stir together all the ingredients in a large bowl, adding more flour if necessary, until the dough forms a lump. Knead it on a floured surface, adding flour as needed, until it is smooth and not too sticky. (tip: for colored clay, you can add drops of food coloring to the water before combining it with the dry ingredients). Allow finished creations to air dry overnight. Leftover clay can be refrigerated in a ziplock bag for up to 3 days.

### **Tutti Frutti Watercolors**

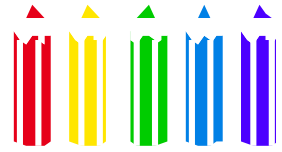
You will need:

- A variety of .13 to .23 ounce packets (enough to make 2 quarts) unsweetened flavored powdered drink mix, such as Kool-Aid
- Warm water

For each color, combine 1 packet of drink mix and 2 teaspoons of water in a small cup stirring until the mix dissolves. Use with paint brushes on watercolor paper. Refrigerate any leftover paints in airtight containers for up to 3 days.

## Stages in Children's Art

Children are ready to try new craft techniques and projects at various stages, just as they are ready for learning to read or write at a particular time in their own development. And, as with academic skills, children first need exposure to and experimentation with the materials, before they are ready to turn out finished products.



Most 4 year olds aren't ready for projects that require long periods or that require long periods of time or precise cutting. Knowing what to expect from children in each developmental stage often helps determine which projects they want to do, as well as which projects they are apt to feel proud of and successful about accomplishing.

Today most educators follow the child development philosophy of psychologist, Jean Piaget, who proposed that there are various stages, or levels, through which children advance as they mature and develop more sophisticated thinking and motor skills. The following levels and suggestions for doing art and crafts with children are loosely fashioned after his stages. The ages are merely general time frames; every child develops at the pace most comfortable for him or her.

### **The Preoperational Stage: about 4-7 ages**

Children at this level have difficulty observing more than one object at a time. Typically when pasting or drawing, they are likely to paste or draw one object next to another, rather than overlapping.

When working with these children, use language as you work to help them understand what is going on. Name each object, tool or material you are working with and talk about what you are doing. Children at this stage want to manipulate materials; fingerpaint, clay, or anything that is "hands-on" is favorite for them. They usually can make an outline, and then fill it in. They are quite capable of drawing a picture and coloring it in. They don't need coloring books which are apt to stifle creativity and spontaneity.

Colors, shapes, and patterns capture their interest, and most children don't relate colors to the natural world. Trees may have a red trunk and blue leaves which is just fine. Offer lots of bright colors in materials, but not just primary colors as children are fascinated with the wide range that exists. Just sit with a child and a crayon box with many different shades. Children usually want to use them all, and want to know what each is named. Rather than limiting the child's palette always add some interesting pastels or unusual color mixes, like turquoise or magenta, pronouncing the name as you introduce new colors.

Short attention span and limited motor control at this age means that the sessions and projects are best when quick and easy. Children at any age have trouble sitting around waiting for something to happen, so have supplies and work space ready to go. Many children work on something for about 15 minutes and then they grow bored and restless, or they begin to overwork the project and becomes dissatisfied with it. Cutting accurately with scissors and tracing around a shape may prove difficult with their limited motor skills. They do, however, need to practice those skills. Give them ample time, provide extra material so they can start over if they want to, and help before anyone becomes frustrated.

Keep supplies of tape, staples and glue handy. Most children do a lot of patching together s frequently portions of a project are accidentally cut away or parts fall off. Don't guard these supplies or comment on amounts used. Keep them available to the children to use as they need them. If you want to prevent waste, show how to operate the tape dispenser and how to pull the tape across the cutting edge. It is surprising how many young children have never been given a chance to cut a piece of tape for themselves!

Children in the 4 to 7 age group can work individually, or in large or small groups, depending upon what is being done. They learn by watching others. When preparing projects for them, keep in mind that an example helps them see what they are attempting to do with the materials they are given. Better yet, prepare several completely different samples, suggesting that there is no one way to do this. The samples should be put away as materials are handed out, before they begin their work. Kids are skillful at copying and want to please adults, so their first response is to recreate your work, rather than use their own ideas and interpretations. Encourage expression of their own ideas. Discuss various possibilities and praise all their efforts. Try to have them envision what they think they want to make, and then encourage flexibility along the way. Conversation helps the children express their own ideas. Decision-making (to get started) and thinking process. It is this process which children need to practice, rather than specific practice at "artistic" skills.

During this phase, children are at their most creative. They are usually pleased with their finished projects and don't really seem to care about what their peers think. Adults working with these children will enjoy the variety and excitement the children bring to their craft projects.



## CHILDREN'S BOOKS

<u>Author</u>	<u>Book Title</u>
Anderson	Hans Christian Anderson: His Classic Fairy Tales
Anderson	The Emperor's New Clothes
Alexander	Nadia the Willful
Alexander	When the New Baby Comes, I'm Moving Out
Allard	Miss Nelson is Missing
Allard	Stupid Step Out
Ardizzone	Little Tim and the Brave Sea Captain
Baker	Where the Buffaloes Begin
Balian	Animal
Bang	Dawn
Barrett	Cloudy With a Chance of Meatballs
Bauer	Too Many Books
Bemelmans	Madeline
Brenner	Mr. Tall and Mr. Small
Brown	Goodnight Moon
Bruna	Snuffy
Bunting	Big Red Barn
Burningham	Mr. Grumpy's Outing
Burton	Katy and the Big Show
Burton	Little House
Burton	Mike Mulligan and His Steam Shovel
Carle	Secret Birthday Message
Carle	The Grouchy Ladybug
Carle	Very Hungry Caterpillar
Carlson	Louise
Carrick	Sleep Out
Carrick	Old Mother Witch
Cerf	Bennet Cerf's Book of Animal Riddles
Charnly	Martha Ann and the Mother Store
Cohen	Carp in the Bathtub
Cooney	Miss Rumphius
Coville	Sarah's Unicorn
Daugherty	Andy and the Lion
DeGroot	Alligator's Toothache
Depaola	legend of the Blue Bonnet
Devlin	Cranberry Thanksgiving
Eastman	Are you my Mother?
Ets	In the Forest
Flora	Great Green Turkey Creek Monster
Ford	Herbie
Fowles	Cinderella
Freeman	Corduroy
Freeman	Corduroy Gets A Pocket
Friskey	Indian two Feet Rides Alone
Gackenback	Do You Love Me?
Gakenback	Harry and the Terrible Whatzit
Gag	Millions of Cats
Gramatky	Little Toot

Green	Hole in the Dike
Griffith	Mill Will
Haas	Maggie B
Hallinan	Were very Good Friends, My Brother and I
Hallinan	Just Being Alone
Hazen	To Be Me
Heide	Shrinking of Treehorn
Heyward	County Bunny and the Little Gold Shoes
Hill	Where's Spot?
Hoban	Bedtime for Francis
Hoban	Best Friend for Francis
Hoban	A Birthday for Francis
Hoban	Bread and Jam for Francis
Hoban	Big Ones Little Ones
Hoban	Mr. Pig and Sonny Too
Hoban	Look Again
Hoban	Chester
Hoff	The Little Chief
Hoff	Who Will Be My Friend
Hoff	Oliver
Hoff	Stanley
Hoff	Wilfred the Lion
Hoff	Julius
Hoff	Danny and the Dinosaur
Hoff	Sammy the Seal
Hutchins	Good Night Owl
Hughes	Evening at Alfred's
Joslin	What Do You Do Dear
Keats	Regard to the Man in the Moon
Keats	Apt 3
Keats	Dreams
Keats	Googles
Keats	Hi Cat
Keats	A Letter to Amy
Keats	Jennie's Chair
Keats	Psst Doggie
Keats	Whistle for Willie
Keats	Skates
Kelloff	Mysterious Tadpoles
Kennedy	Context at Cowlick
Kittle	Boy Was I Mad
Korschunow	Foundling Fox
Krauss	Carrot Seed
Krauss	Hole is to Dig
Krole	Is Milton Missing?
Kunhardt	Pat the Bunny
Lang	Aladdin
Lamorrisse	Red Balloon
Leaf	Story of Ferdinand
Lionni	Fredrick
Lippman	Mew at the Zoo
Lobel	Frog and Toad Together

Lobel	Fables
Lobel	Frog and Toad are Friends
Lobel	A Zoo for Mr. Muster
Long	Albert's Story
Lund	You Oughta See Herbert's House
Martin	Summer Business
Martin, Jr	Brown Bear, Brown Bear, What Do You See
Mayer	Special Trick
McCloskey	Blueberries for Sale
McCloskey	Make Way for Ducklings
McPhail	Henry Bear's Park
McPhail	The Bear's toothache
Mikolaycak	Babushka
Minarik	Little Bear
Ormerod	Moonlight
Ormerod	Broderick
Oxenbury	Family
Pallaza	The Magic Crayon
Parish	I Can-Can You?
Parish	Amelia Bedelia
Peet	The Caboose Who Got Loose
Peet	Cowardly Clyde
Peet	Huge Harold
Peet	Hubert's Harraising Adventure
Peet	The High Flying Squirrel
Pinkivater	Big Orange Spot
Piper	The Little Engine That Could
Potter	Complete Adventure of Peter Rabbit
Rey	Curious George
Rey	Curious George Rides a Bike
Say	Bicycle Man
Savage	Runaway Marie
Schwart	Bea and Mr. Jones
Schwerin	Tomorrow Book
Schultz	Life is a Circus Charlie Brown
Scott	On Mother's Lap
Sendak	Where the Wild Things Are
Seuss	Green Eggs and Ham
Seuss	Yertle the Turtle
Seuss	If I Ran the Zoo
Silverstein	The Giving Tree
Spier	Rain
Steig	Doctor DeSoto
Steig	Sylvester and the Magic Pebble
Stevenson	Wilfred the Rat
Thomas	Stand Back Said the Elephant, I'm going to Sneeze
Turkle	Deep in the Forest
Turkle	Thy Friend, Obediah
VanAllsburg	Wreck of the zephyr
Viorst	Alexander and the Terrible, Horrible, No Good, Very Bad Day
Viorst	Tenth Good Thing About Barney
Viorst	I'll fix Anthony

Viorst	Wreck of the Zephyr
Viorst	Sunday Morning
Viorst	My Mama says There Aren't Any Zombies, Ghosts, Vampires
Waber	Ira Sleeps Over
Waber	House on East 88 <sup>th</sup> Street
Ward	Silver Pony
Ward	Biggest Bear
Wells	Max's First Word
Wildsmith	Brian Wildsmith's ABC
Willard	The Well Mannered Balloon
Williams	Chair for My Mother
Wood	Napping House
Yashima	Crow Boy
Yolen	No Bath Tonight
Zhitkov	How I Hunted the Little Fellows
Zion	Harry the Dirty Dog
Zolotow	A Treasury of Mother Goose
Zolotow	Best Loved Rhymes
Zolotow	Three Little Pigs

## Alphabet Books

<u>Author</u>	<u>Book Title</u>
Anno	Anno's Alphabet: An Adventure in Imagination
Baskin	Hosie's Alphabet
Bernstein	The Berenstains' B Book
Bernstein	C is for Clown: A Circus of "C" Words
Brown	All Butterflies, An ABC Cut
Brown	Alphabet Dreams
Browning	Apples, a Ball and Some Catnip
Burningham	ABC
Campbell	The Great Alphabet Race
Carle	All About Arthur (An Absolutely Absurd Ape)
Charles	Letters From Calico Cat
Chwast	Still Another
Cooney	A Garland of Games and Other Diversions: An Alphabet Book
Crews	We Read: A to Z
Dareff	Fun with ABC and 1,2,3
Davar	Talking Words: A Unique Alphabet Book
Delaunay	Alphabet
DePaola	Andy (That's My Name)
Falls	ABC Book
Farber	I Found Them in the Yellow Pages
Farber	This is the Ambulance Leaving the Zoo
Fife	Adam's ABC
Floyd	Agatha's Alphabet, With Her Very Own Dictionary
Freeman	Add-A-Line Alphabet
Fujikawa	Gyo Fujikawa's A to Z Picture Book
Gag	The ABC Bunny
Garten	The Alphabet Tale
Grant	Hey, Look at Me! A City ABC
Gretz	Teddy Bear ABC
Guthrie	Animals From A to Z
Hefter	Everything: An Alphabet, Number, Reading, Counting, and Color
Hefter	The Great Big Alphabet Picture Book With Lots of Words
Heide	Alphabet Zoop
Holl	The ABC of Cars, Trucks and Machines
Holl	Hide and Seek ABC
Howard-Gibbon	An Illustrated Comic Alphabet
Johnson	Harold's ABC
Klien	"D" is for Rover
Kraus	Good Night, Little ABC
Krieger	Letters and Words
Lear	ABC
Lemke	Ride With Me Through ABC
Libbey	Silly Billy's Alphabet
Lionni	The Alphabet Tree
Little	ABC for the Library
Lord	Our New Baby's ABC
Low	Adam's Book of Odd Creatures
McGinley	All Around the Town
McGinley	The B Book

Mack	The King Cat is Coming
Mattiesen	ABC: The Alphabet Book
Miles	Apricot ABC
Miller	Alphabet World
Milne	Pooh's Alphabet World
Montresor	A for Angel, Beni Montresor's ABC
Moore	Picture Dictionary, ABC's and Telling Time, Counting, Rhymes, Riddles And Fingerplays
Moss	The Sesame Street ABC Storybook
Moss	The Mother's Picture Alphabet
Nolan	Alphabrutes
Ogle	AB See
Olesen	Across the Big Country; An Alphabet Adventure With Donald Duck
Oxenbury	Helen Oxenbury's ABC of Things
Parish	A Beastly Circus
Parsons	Lots and Lots of Bedtime Stories
Petersham	An American ABC
Reiss	Colors
Rey	Curious George Leans the Alphabet
Rojankovsky	Animals in the Zoo
Rojankovsky	F Rohankovsky's ABC of Things
Ruben	Apples to Zippers: An Alphabet Book
Scarry	Richard Scarry's ABC Word Book
Schmiderer	The Alphabeast Book; An Abecedarium
Schmiderer	The Sesame Street Book of Letters
Suyeoka	A is for Alphabet
Tallon	Rotten Kidphabets
Tallon	Zag; A Search Through the Alphabet
Tallon	Zoophabets
Todd	ABC and 1,2,3
Townsend	Annie, Bridget and Charlie:An ABC for Children...
Tudor	A is for Anna Belle
Warburg	From Ambledee to Zumbledee; An ABC of Rather Special Bugs
Williams	The Big Golden Animal ABC
Williams	Up in the Attic: A Story ABC
Wolff	Let's Imagine Thinking Up Wor
Zimmerman	Come With Me From A to Z

### Other Books of Interest

Paddington Bear Goes to London  
If You Give a Mouse a Cookie  
The Mixed Up Chameleon  
Just Me and My Dad  
Bambi's Fragrant Forest  
Benjamin's 365 Birthday  
Mushroom in the Rain  
Fred's First Day  
Jon's Moon  
Wide Mouth Frog  
Dabby Duck  
Lost Tooth  
Theodore's Windy Day  
Jesse Bear What Will You Wear?  
The True Story of the Three Little Pigs  
The Monster at the End of This Book  
Swimmy

### Finger Plays

#### **Higglety-Pigglety**

Higglety Pigglety Pop

The dog has eaten the mop

The pigs in a hurry

The cats in a flurry

Higglety Pigglety pop!

\*Make up a rhythm when doing this; hit legs, clap, snap, etc. Have children follow along.

#### **My Riddle-a good follow the leader rhyme**

Riddle, riddle, riddle ree

do what I do after me

Stamp, clamp, stamp, clap,

sway, sway

Touch your toes, touch your nose

round in a circle each one goes

bow one, bow twice.

Bend down low and plant some rice (extend arms)

raise your hands to the sky

shaked them cut as sunbeams die.

clap your hands-stomp your feet

Cymbals crash and that's complete.

### **Right-Left**

This is my right hand  
I raise it high.  
This is my left hand  
I'll touch the sky.  
Right hand, left hand  
Roll them round and round  
Right hand, left hand  
Pound-pound-pound!

### **Five Little Firemen**

Five little firemen sit very still  
Until they see a fire on the hill  
Number one rings the bell, ding, ding, ding  
Number two pulls his great big boots right on  
Number three jumps on fire engine red  
Number four puts a red fir hat on his head  
Number five drives the truck down the street to the fire  
Sh, Sh goes the water from the firehouse spout-  
And quicker than a wink the fire is out!

### **A Duckling**

A baby duckling round and soft (cup hand as if holding a duck)  
He has a pointy bill (make hands into a bill)  
He has a very funny voice (point to throat)  
Listen, if you will (cup ear)  
Quack, quack, quack (hold hand out, palm down, move thumb to resemble duck's bill)

### **A Fingerplay for Naptime**

My fingers are so sleepy,  
It's time they went to bed  
So first, you baby finger  
Tuck in your little head

Ring man, now it's your turn  
And then comes tall man great  
Now pointer finger, hurry  
Because it's getting late.

Let's see if all are snuggled  
No, here's one more to come  
So come, lie close, little brothers,  
Make room for master thumb.

### **Anthill**

Here's an anthill, with no ants about.  
And I say, "Little ants, won't you please come out?"  
Out they come trooping in answer to my call.  
One—two—three—four—five and that's all.  
Five little soldiers standing in a row.  
Three stood straight and two stood tall.  
Along came the captain and what do you think?  
Those two little soldiers jumped quick as a wink.

### **A Tall Tree**

I'm a tall tree, the wind blows me  
My branches blow to the left  
My branches blow to the right  
My leaves shake to the right  
And when it snows, I stretch my branches out and catch the snowflakes.  
Now the wind is getting quiet  
Now the wind is gone  
Now I am quiet.

### **A Turtle's House**

A turtle has a trailer house  
It's handy as can be;  
"No matter where I go," he says,  
"I take my house with me."

"I never hunt a trailer about  
in which to park my load,  
I pull my feet inside my house  
And park beside the road."

### **Baby Kangaroo**

Jump, jump, jump goes the kangaroo.  
(make jumping motion with index fingers, other fingers and thumb are folded)  
I thought there was one, but I see there are two.  
The mother takes her young one along in a pouch.  
(index of left hand slips up between thumb and fingers of right hand)  
Where he can nap like a child on a couch. (incline head on folded hands.)  
Jump, jump, jump  
Jump, jump, jump  
Jump, jump, jump  
(repeat jumping motion)

### **Balloon**

This is the way we make a balloon  
So, so ,so (hands in front of body, palms flat together)  
This is the way we blow our balloon  
Blow, blow, blow (pretend to blow into hands)  
This is the way we break out balloon  
Oh, oh, oh (clap hands)

### **Bananas**

When I first say bananas grow (bend and stretch fingers of both hands)  
I couldn't help but frown.  
I thought I was mistaken, but  
The fruit hung upside down. (make hands into clusters, holding fingers up)  
When I saw potatoes grow (form a "potato" with both hands)  
I had a big surprise—  
I found them growing underground,  
How could they use their eyes? (point to your eyes)

### **Bear Hunt**

Lets go on a Bear Hunt.  
Get my hat.  
Get my coat.  
Get my gun.  
Let's go.  
Oh, look! I see a tree!  
Can't go under it! Can't go over it!  
I'll have to climb it.  
Oh, look! I see a river!  
Can't go under it! Can't go over it!  
I'll have to swim it.  
Oh, look! I see a wheat field!  
Can't go under it! Can't go over it!  
I'll have to go through it.  
Oh, look! I see a bridge!  
Can't go under it. Can't go under it.  
I'll have to cross it.  
Oh, look! I see mud.  
Can't go around it. Can't go over it.  
I'll have to go through it.  
Oh, look! I see a cave.  
Can't go under it. Can't go around it.  
I'll have to go inside. It's dark inside.  
I see two big eyes. I feel a cold nose.  
Something's funny. It's a bear. RUN!



### **Chickens**

Said the first little chicken  
With a queer little squirm,  
"I wish I could find  
A fat little worm."

-Said the second little chicken  
With an odd little shrug  
"I wish I could find  
a fat little bug,"

-Said the third little chicken  
With a sharp little squeal,  
"I wish I could find  
some nice yellow meal."

-Said the fourth little chicken  
With a sigh of relief,  
"I wish I could find  
a little green leaf."

-Said the fifth little chicken  
With a faint little moan,  
"I wish I could find  
a wee gravel stone."

- "Now see her," said the mother  
from the garden patch,  
"If you want any breakfast  
just come here and scratch."

### **Choo-Choo Train**

This is a choo-choo train, (arms at elbows go round and round like wheels)  
Puffing down the track. Now it's going forward (four steps forward, wheels turning at sides)  
Now it's going backward, (four steps backward)  
Now the whistling blows (hand to mouth as if blowing a whistle)  
What a lot of noise it makes (cover ears with hands)  
Everywhere it goes.

### **Climbing, Climbing**

Quietly down, down, down  
'Til we're on the ground.

### **Creeping, creeping**

Up to his cave  
Creeping, creeping  
Now do be brave

PAUSE

There's BEAR.....OOOOOOOOOOOOOOOOOOOH!!

(return home in a hurry in reverse order; tree, mountain (or hill) and river.

### **Fine Family**

This is mother so kind and dear (with fists closed raise thumb)  
This is father so full of cheer (raise first finger)  
This is brother so straight and tall (raise second finger)  
This is sister who plays with her doll (raise third finger)  
This is baby, the littlest of all. (raise fourth finger)  
See the family, both large and small.

### **Five Little Mice**

Five little mice came out to play,  
Gathering crumbs along the way.  
Out came the pussycat sleek and fat,  
Four little mice go scampering back. (fingers of right hand in running movement ;left hand is pussycat who catches one mouse)

### **Five Little Snowflakes**

Five little snowflakes, fluffy and gay, (hold up five fingers)  
Fluttered down from the sky one day.  
The first one lit on a roof so steep  
And settled down and went fast to sleep. (hold hands like a roof)  
The second one lit on the branch of a tree  
And clung right there as tight as could be. (hold arms out for branch)

### **Five Little Soldiers**

Five little soldiers  
Standing in a row.  
Three stand straight  
And two stand so.  
Along came the captain  
And what do you think?  
Up jumped those soldiers  
Quick as a wink.

### **Following Directions**

Hands on your hips  
Hands on your knees  
Now put them behind you if you please!  
Then put on your shoulders  
Touch your eyes  
Then touch your toes.  
Hold your hands high up in the air  
Then down at your sides  
Now touch your hair.  
Hold your hands high up as before  
Now you may clap  
One, two, three, four!

Touch your nose  
Touch your chin  
That's the way this game begins.  
Touch your eyes  
Touch your knees  
Now pretend you're going to sneeze!  
Touch your hair  
Touch your ear  
Touch your two red lips right here.  
Touch your elbows where they bend,  
That's the way this touch game ends.

### **Getting Late**

It's getting late and we must go to bed  
Come on, baby finger, and tuck in your little head  
    (hold hand upright, then take other hand and put baby finger bent down)  
Now it's your turn (do the next finger)  
And your turn (do the next finger)  
And your turn (do the next finger)  
Now they're all in bed  
But one (stick up thumb)  
Move over fingers and make room for brother thumb.  
    (lift the four fingers slightly and put thumb under them-fist formation)

### **Good Morning**

Good morning to you! Good morning to you!  
We're all in our places with sunshiny faces  
Oh, this is the way to start a new day.

### **Grandma's Glasses**

Here are Grandma's glasses  
And here is Grandma's hat;  
And this is the way she folds her hands  
And puts them in her lap.

Here are Grandpa's glasses  
And here is Grandpa's hat;  
And this is the way he fold his arms  
And sits like that. (with vigor)

### **Here we go up, up.**

And here we go down, down, down.  
And here we go backwards and forwards,  
And here we go round and round.

### **Five Little Pumpkins**

Five little pumpkins (five fingers)

Sitting on a gate

The first one said, "My its getting late."

The second one said, "There are witches in the air."

The third one said, "We don't care!"

The fourth one said, "Lets run and run and run."

The fifth one said, "isn't Halloween fun?"

Swish went the wind and

Out (clap) went the light

And the five little pumpkins

rolled out a sight.

### **Jack-O-Lantern**

This is the baby's jack-o-lantern (make it with hands)

These are the eyes (point to the eyes)

This is the nose (point to the nose)

And this is the place where the candle goes. (make place for candle with hand)

### **Three Little Pumpkins**

Three little pumpkins sitting on a fence,

A witch came riding by,

Ha! Ha! Ha! I'll take you all,

And make a pumpkin pie.

Ha! Ha! Ha!

### **Hands**

This is my right hand

Hold it up high

This is my left hand

Let's touch the sky.

Right hand, left hand,

Twirl them around

Left hand, right hand

Pound, pound, pound.

### **Hands**

My hands upon my head I place  
On my shoulders, on my face  
On my lips, by my side  
Then behind me they will hide.  
Then I will hold them away up high  
And let my fingers quickly fly.  
Then I'll clap them, one-two-three  
Hold them down in front of me.

Creep them, creep them,  
Creep them, creep them  
Up until your chin  
Open wide your little mouth  
But do not let them in.

### **Here Comes the Bunny**

Here comes the bunny going hip, hop, hip  
(make hopping motions with hands)  
See how his long ears go flip, flop, flip  
(make ears on top of head)  
See how his eyes go blink, blink, blink  
(blink eyes or blink with hands by eyes)  
See how his nose goes twink, twink, twink  
(twink nose)  
Stroke his long coat all soft and furry  
(stroke arm with fingers like bunny ears)  
Hip, hop, hip. He's off in a hurry.  
(make hopping motions with hands)

### **Here's A Ball**

Here's a ball (small circle made with thumb and index finger)  
And here's a ball (large circle made with both thumb and index fingers)  
And a great big ball I see. (judge circle made with arms)  
Shall we count them?  
Are you ready?  
One, two, three.

### **How Do You Do?**

The little white sheep went "baa",  
The little gray cat went "mew",  
The little black dog went, "bow-wow-wow",  
But they all said, "How do you do?"  
(touch each finger and wiggle it as the animal talks. On last line, claps both hands and shake as you say "How do you do?")

### **I Caught A Fish**

One, two, three, four, five,  
I caught a fish alive!  
Six, seven, eight, nine, ten,  
I let him go again.  
Why did you let me go?  
Because he bit my fingers so! (shake wrist)

### **I'm A Rocket**

I'm a rocket (child crouches on heels)  
Pointing to the moon (child points up with forefinger)  
4-----3-----2-----1  
Blast off! Zoom! (child springs up and jumps into the air)

### **I'm a Turtle**

I'm a little turtle  
I crawl of so slow (crawl slowly on hands and feet or with fingers)  
And carry my house wherever I go.  
When I get tired  
I pull in my head (put head between arms)  
My legs and my tail, and go to bed! (crouch with body hunched over arms and legs)

### **In My Garden**

Flowers tall, (hands held high)  
Flowers small, (hands held low)  
Growing by the garden wall.  
Flowers red (cup both hands to form a flower)  
Nod each head (move cupped hands in a forward motion)  
Growing in their garden bed.  
Flowers gay  
Seem to say, (cupped hands sway back and forth)  
"Come and join us in our play."

### **In the Apple Tree**

Way up high in the apple tree  
Two little apples smiled at me.  
I shook the tree as hard as I could,  
Down came the apples, Mmmmmmmmm, they were good.

(Can be repeated for any sweet fruit)

Way up high in the lemon tree  
Two little lemons smiles at me.  
I shook that tree, I bet for an hour.  
Down came the lemons, Oooooo, they were sour.

### **Jack-In-The-Box**

Jack is quiet, down in his book,  
Open the lid and up he pops.

(Children squat on floor and pop up or thumb inside fist and pop it up)

### **Jack-In-The-Box**

Jack-in-a box, still as a mouse  
Deep down inside his dark little house.  
Jack-in-a- box, resting so still  
Will you come out? Yes I will!

### **Kitty**

This kitty said, "I saw a mouse." (show thumb on right hand)  
This kitty said, "Let's run through the house." (show forefinger and so on)  
This kitty said, "Let's play we're asleep."  
This kitty said, "Let's go greepity-creep."  
This kitty said, "Meow, meow, meow."  
I saw him go through his hole just now.  
(Make a hole with left hand by joining forefinger and thumb and point to hold with forefinger of right hand.)

### **Let's Go Looking For A Bear**

Let's go looking  
Looking for a bear  
Where shall we find him?  
The bear's out there.

### **Little Traffic Cop**

Stop, look and listen!  
Before you cross the street.  
Use your eyes, use your ears;  
And then, use your feet!

### **Me**

I have ten little fingers  
And ten little toes  
Two little ears  
And one little nose  
I can wiggle my fingers  
I can wiggle my toes  
I can't wiggle my ears  
But I can wiggle my nose.

### **Mulberry Bush**

Here we go round the mulberry bush  
the mulberry bush, the mulberry bush,  
Here we go round the mulberry bush,  
So early in the morning.

This is the way we comb our hair, (etc), brush teeth, drink milk, walk to school, play in the band, wash face, play the drum.

### **My Little Kitten**

My little kitten ran up a tree (fingers running up arms)  
And sat on a limb to look at me (hands rest on opposite shoulder)  
I said, "Come, Kitty, " and down he ran (fingers running down arms)  
And drank all the milk (hand cupped with opposite finger drinking from pan)  
I poured in his pan.

### **Pigs**

Two mother pigs lived in a pen (show thumbs)  
Each had four babies and that made ten (show fingers and thumbs)  
These four babies were black and white (indicate)  
But all eight babies loved to play  
And they rolled and rolled in the mud all day. (rolling motion)  
At night, with their mother, they curled up in a heap (make fists)  
And squealed til they went to sleep.

### **Pointer**

Peter pointer, peter pointer,  
Where are you? (hands behind the back)  
"Here I am. Here I am." (show pointer fingers)  
"How do you do?" (bend back and forth as bowing)

### **Sh..Sh..Sh... Shhh**

Make one eye go wink, wink, wink (wink one eye)  
Make two eyes go blink, blink, blink (blink both eyes)  
Make two fingers stand just so (hold up two fingers)  
Then ten fingers in a row (hold up ten fingers)  
Front and back your head will rock (head back and forth)  
Then your fists will knock, knock, knock (thumb first together)  
Stretch and make a yawn so wide (children stretch and yawn)  
Drop your arms down to your side (let arms fall)  
Close your eyes and help me say (close eyes)  
Our very quiet sound today (sh..sh..sh.. shhhh)

### **Space Rocket**

Inside a rocket ship,  
Just enough room.  
Here comes the countdown—  
10,9,8,7,6,5,4,3,2,1,0  
and Zoo-oo-oo-oo-oo-om!

### **Squirrel**

This little squirrel said, "lets run and play." (indicate fingers in turn)  
This little squirrel said, "let's hunt nuts today."  
This little squirrel said, "yes, nuts are good."  
This little squirrel said, "they're our best food."  
This little squirrel said, "come, climb this tree."  
And crack these nuts—one, two, three.

### **Telephone Poles**

Two tall telephone poles (stretch up both pointer fingers)  
Between them a wire is strung (connect them with the middle fingers)  
Two little birds hopped on (place thumbs on the wire)  
And swung, and swung, and swung (swing hands slowly and gently horizontally)

### **Ten Little Fingers**

I have ten little fingers  
They all belong to me  
I can make them do things  
Would you like to see?  
I can open them up wide  
'shut them up tight  
put them together  
and put them out of sight  
jump them up high  
jump them down low  
fold them quietly,  
and sit just so.

### **Turkey**

There's a big fat turkey on grandpa's farm.  
Who thinks he is very gay.  
He spreads his tail into a great  
Big fan and struts and struts all day.  
You should hear him gobble at the girls and boys.  
He thinks he is singing when he makes that noise.  
He'll sing his song a different way,  
upon Thanksgiving day.

### **Turkey Bird**

The turkey is a funny bird.  
His head goes wobble, wobble.  
And he can only say one word  
Gobble, gobble, gobble.

### **Two Little Blackbirds**

Two little blackbirds  
Standing on a hill. (hands on shoulder)  
This one is Jack, (show right hand)  
And this one is Jill. (show left hand)  
Fly away Jack, (right hand behind back)  
Fly away Jill. (right hand behind back)  
Come back, Jack (right hand on shoulder)  
Come back, Jill (left hand on shoulder)  
Two little blackbirds  
Standing on a hill.

### **Two Little Hands**

Two little hands go clap, clap, clap  
Two little feet go tap, tap, tap.  
Two little hands to thump, thump, thump.  
Two little feet go jump, jump, jump.  
One little body turns around.  
One little child sits quietly down.

### **Two Little Hands**

Two little hands so soft and white (show them)  
This is the left, this is the right (indicate each)  
Five little fingers standing on each (show fingers)  
So I can hold a plum or a peach (curved as if holding plum)  
But when I get as big as you, (point)  
I'll show you what these hands can do. (show hands)

### **Walking, Walking**

Here's a river  
Can't walk over it  
Can't walk around it  
Let's swim through it (swimming motion swishing around)

### **Walking, Walking**

Here's a hill (or mountain)  
Can't walk through it  
Can't walk under it  
Let's walk around it (brush hands together as if going around an object)

## **Wiggle**

I wiggle my fingers,

I wiggle my toes,

I wiggle my shoulder,

I wiggle my nose.

Now no more wiggles are left in me,

So I will be still, as still can be!

## **Wiggle Song** (to the tune of "The Bear Comes Over the Mountain")

My thumbs are starting to wiggle

My thumbs are starting to wiggle

My thumbs are starting to wiggle

Around, around, around

2. My thumbs and fingers are wiggling

3. My hands are starting to wiggle

4. My arms are starting to wiggle

5. My head is starting to wiggle

6. Now all of me is a-wiggling

7. Now all of me is still