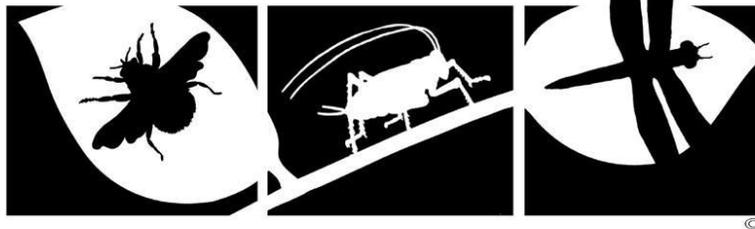


Lakewood
cooperative preschool



LCP CLASSROOM HANDBOOK 2017-2018

A RESOURCE FOR YOUR EVERYDAY SUCCESS AS A WORKING PARENT IN THE
COOPERATIVE CLASSROOM

Created by Teacher Katie and Teacher Marita

CONTENTS

CONTENTS	1
WELCOME	2
MISSION STATEMENT	2
PHILOSOPHY	2
MIXED AGE CLASSROOM	3
PLAY-BASED LEARNING	
❖ WHEN I PLAY . . . I AM LEARNING!!	3
OUR TEACHERS	
❖ T. Katie.....	5
❖ T. Marita.....	5
❖ T.Kit.....	6
❖ T.Sarah.....	6
❖ T. Jana.....	6
❖ Parent T. Jane.....	7
OUR CLASSES (Overview and Daily Schedule)	
❖ BUMBLEBEES	8
❖ CRICKETS	10
❖ DRAGONFLIES	14
DEVELOPMENTAL CHARACTERISTICS OF THREE-, FOUR-, AND FIVE-YEAR OLD CHILDREN	18
YOUR ROLE IN THE CLASSROOM	
❖ WORKING PARENT ROLE	20
❖ WHAT LIFE LIKE FOR PARENTS BEGINNING PRESCHOOL	20
❖ CLASSROOM JOB DESCRIPTIONS	22
❖ NUT-FREE SNACKS IDEAS	24
❖ SEPARATION	25
❖ WORDS THAT HELP IN THE CLASSROOM	26
❖ CIRCLE SUPPORT	27
❖ CONFLICT RESOLUTION	28
❖ GENERAL LCP SAFETY TIPS	29
OUR ANTI-BIAS GOALS	30
❖ ANTI-BIAS DO'S	32
HEALTH GUIDELINES <i>cheat sheet</i>	33
WHAT TO DO WHEN	33
EMERGENCY PROCEDURES	34
SAFETY DRILL SKILLS	35
SONGS	36
RECIPES	38

WELCOME

The co-op preschool is an example of caring people, working cooperatively for the positive growth and development of young children and their parents.

Everyone works, learns, teaches, grows and changes! Co-op parents are supporters, learners, teachers, classroom assistants, policy makers and partners. The co-op environment allows parents to increase their understanding of the growth and development of children, both individually and in a group. The co-op is a place where we all grow according to the amount of time, energy and effort we put into this commitment.

Flexible, coop parents, working toward the goal of an efficient, smooth running preschool are presented with opportunities to share ideas involving family life, parenting, family and home environment. We encourage all of our members to take advantage of their co-op experience and participate fully and enthusiastically both in the classroom and during parent meetings.

Lakewood Co-op Preschool is committed to providing an anti-bias environment for children, adults and families.

This LCP Classroom Handbook was created by your Lakewood Cooperative Teachers to compliment the LCP Parent Handbook as a resource for your everyday success as a working parent in the cooperative classroom.

MISSION STATEMENT

Lakewood Co-op Preschool provides a stimulating and nurturing play-based environment where children and families from all backgrounds work together in the classroom and grow together in community.

PHILOSOPHY

Our curriculum is play based and is designed to increase preschoolers levels of social competence and to problem solve in a caring way. At Lakewood we celebrate childhood and believe the most important job of a preschooler is to play... **To play hard, to play long, and to play with others.** Numerous studies show that successful students who achieve degrees in higher education have attended developmentally appropriate preschool programs where **play is the main agenda.** We believe that kids need to use their imaginations, they need to dig in the dirt and find creatures, they need to paint colorful pictures, they need to find out about each other, and they need a place where they can tell their story.

At 2 to 5 years, they don't need to act like first graders, sit still, read, or write. **Their job is to PLAY and at Lakewood Co-op, they will have lots of opportunities to have fun and PLAY!**

MIXED AGE CLASSROOMS

Lakewood Co-op Preschool enrolls children in mixed-age classes which allows for both developmental and enrollment flexibility.

There are Numerous benefits to mixed-age classes, including:

- Strengthening of compassion and leadership skills for older children
- Modeling of older children's social skills, verbal skills, and problem solving by younger children
- Reduced focus on age, decreasing developmental biases
- Increased opportunities for the development of relationships between children whose needs/styles complement, match, or supplement each other
- Sense of family among class members
- Shift of focus from competition to cooperation

WHEN I PLAY . . . I AM LEARNING!!

When I play with playdough I am learning...

- to see the shape against the background of the table, a reading skill
- concepts of shapes, relative sizes, big small, length, height
- to see negative space when cookie cutter shapes are taken away
- to express feelings, squeezing and pounding
- to exercise my imagination and creativity
- that the amount of substance remains the same, even when the shape changes
- to notice cause and effect, what different materials and techniques can do to the dough
- to use language to describe what I see, what I am doing

When I play with water I am learning...

- that some things sink and some things float
- to observe changes as water takes different form in different containers
- about different temperatures
- about wet, dry, and evaporation
- what happens when you add soap
- eye-hand coordination as I learn to pour
- concepts of empty and full, volume and weight, relevant to mathematics

When I sort things I am learning...

- to notice details and likenesses and differences in objects and form categories, essential concepts for reading and mathematics
- concepts of color, size, and shape
- numerical concepts of more and less
- logical reasoning

When I play with blocks, cars and trucks I am learning...

- concepts of shape, size, length and location, all relative to learning to read and do mathematics
- to create and repeat patterns, a math skill
- to exercise my imagination
- to express my ideas
- to cooperate with others
- to solve problems
- about the properties of wood
- to see myself from a different perspective, that of a giant

When I play on the climbing equipment I am learning...

- self-confidence as I develop new skills
- physical strength, coordination and balance
- to use my imagination
- to cooperate with others when involved in some dramatic play
- to solve problems

When I play in the dramatic play area I am learning...

- to be flexible in my thinking
- to express myself in sentences
- to try on different adult roles
- to solve problems, especially socially, through negotiation with friends
- to sort and organize play things
- to make decisions
- to improvise and use things in a symbolic way to represent something else – a form of abstract thinking
- to carry out my ideas, with the cooperation of others
- to exercise my imagination and creativity

When I participate in circle time activities I am learning...

- to listen, sit still, and understand spoken language
- to add my ideas to the discussion - my ideas have value
- to wait while others are talking
- to use shared signs and signals
- new vocabulary connected with the topic of discussion
- to remember the words of songs and poems
- the names of others in the group
- to cooperate and be considerate of the needs of others
- to think ahead to what we will do and what we will need in order to do it

OUR TEACHERS

Teacher Katie

I'm so fortunate to be a part of the fabulous LCP Cooperative Preschool community! I arrived first as a parent when my own preschoolers began attending the school, and quickly grew to love the space, the families, and the culture. I began as Head Teacher in 2006, a shift from the fifth and sixth grade classes I had taught previously in the Lake Washington School District. I studied at the UW for undergraduate studies and earned my Masters in Teaching from Seattle University, a background that prepared me well to now teach the Bumblebee and Dragonfly classes and serve as Parent Educator to families in the Dragonfly class. It is an honor to know and work among families during these preschool years. I love learning about individuals and families - knowing and working with them through their hopes, challenges, and growth. It is full of change and often surprise, and therefore, learning on many levels for all involved. I hope your expectation will be that there is room for you to risk, stretch, share and learn among the children, parents, and others that make up this community.

I believe the preschool years are so critical for children in establishing their norms and expectations about relationships, their sense of self and emotional literacy, and their orientation toward learning. The first and foremost vehicle for all their learning at preschool should be through simple play. Whether make-believe or messy, gooey exploration, kids' experiences in play and in their interactions surrounding that play make their learning meaningful to them. My role as teacher, as I see it, is to build relationships with and among the students and their families, and to see that their play is rich and rewarding. I believe that by making thoughtful, deliberate decisions about classroom activities and conversations, our kids will become more and more skilled as thinkers, problem-solvers, lovers-of-learning, and in their relationships with family and friends.

Teacher Marita

I joined the LCP Community as the Cricket Teacher in 2015 and I couldn't be more ecstatic! After 6 joyful years as a parent and community member at Lakewood Cooperative Preschool, jumping into the role of Cricket teacher could not have felt more natural. As an educator with experience teaching pre-school through high school, and a master's in creative arts and learning, I truly believe in the power of the arts to engage learners of all ages. I absolutely love to sing, dance, paint, sculpt, design, create, climb, leap, play and pretend alongside my new Cricket friends. The spunk and independence of the twos and threes as they test boundaries and develop relationships on new and profound levels makes my job dynamically rewarding every-day. Together we create a positive and nurturing learning environment that includes developmentally appropriate activities focused on art, science, pre-reading and math skills, dramatic play, music, and language development. All of our activities—free-play, outdoor play, snack, and circle—support the development of fine and gross motor skills, as well as social-emotional skills. Truly, a cooperative school is a magical place where we learn along-side our children and parent peers while joyfully exploring our world through play. I am grateful to make navigating and negotiating this magical play my work.

Assistant Teacher Kit

I have been working with children for the last 10 years: as a preschool teacher, summer camp instructor, and nanny for several families in and out of the Lakewood Cooperative Preschool. I just love watching children discover themselves and the world around them. The observations that they make and conclusions that they reach never cease to astonish and amuse me. I spend my free time dancing, climbing, and sewing, though I have been known to dance and climb when I'm with kids, too. I am so excited to continue assistant teaching in the Dragonfly classroom this year.

Support Teacher Sarah

Hello wonderful LCP parents! My name is Sarah Cortés, mother of Theo and Charlie who will be Dragonfly leaders this year. I am honored to have the opportunity to work alongside our illustrious teachers in the coming year and to support our collective efforts in creating a playful, caring and educational experience for our kids.

A bit about me... I enjoy spending time outdoors, knitting, concocting herbal remedies and growing vegetables and herbs in our ever-changing backyard oasis here in Columbia City. Along with the full time care of the boys, I care for our 11 year old dog named Harold and 5 hens. Long ago I dreamed of being an early childhood educator and studied the subject for a time. In my role as substitute teacher last year I was able to gain a healthy sense of how to support our teachers and students. I'm so excited to continue and build on what I've learned and share in the joy of learning with you all.

Music Teacher Jana

I'm Jana Vitols, an early childhood music educator who has been teaching young children for the past 19 years. As a teacher I draw upon my musical training in classical, folk, world and improvisational music and movement traditions. I am a vocalist, accompanying my classes on ukulele, banjo, violin and guitar. My curriculum is influenced by my degree in Dance Movement Therapy with additional studies in Dalcroze/Eurhythmics, a pedagogy that aligns music with movement.

LCP's Cricket and Dragonfly classrooms have Thursday music classes twice monthly. The Crickets' music group meets 9-9:30am and the Dragonflies gather from 12:15-12:45pm. During our music circle, children participate in activities that are playful, interactive and educational. I disguise music education in a costume of play, using songs, story books, puppets, percussion instruments and folk dances to build a foundational music education. In class, children engage in imaginative musical games, develop rhythmic, melodic and improvisational skills and are introduced to musical concepts such as pitch, meter, tempo, and dynamics. Our music groups are a joyful way for children to grasp the primary concepts inherent in music while discovering their own unique musical expression.

As the founder, teacher, and director of Music for Everyone, a parent and child music program, I received Parent Map's Golden Teddy Award for "Best Toddler Class." I enjoy working in a variety of settings offering music for children in Reggio Emilia, Play-Based and Montessori classrooms. I've had the pleasure of bringing music to children in non-profit settings as well, sharing music groups with Familyworks-Family Resource Center, REWA-Refugee Women's Alliance, Seattle Emergency Housing, King Co. Libraries and Seattle Symphony's Soundbridge-Music Discovery Center.

I'm delighted to be able to share my enthusiasm for music with your children. I look forward to meeting you all!!!

Parent Teacher Jane

A warm welcome both to our returning families and to our new families here at Lakewood Co-op (LCP). “Giddy” is the word I would use to describe my feeling when I walked into the doors of LCP as Parent Educator two years ago. When LCP invited me to return as Parent Educator for a third year, my answer was a resounding “yes!” I am delighted to return as Parent Educator for the Bumblebee and Cricket families.** I look forward to continuing my relationship with the families I worked with last year AND to getting to know all the new Bumblebee and Cricket families.

By way of background, I earned my Bachelor’s degree in Psychology from the University of Washington and completed my graduate-level training at the Parent Coaching Institute through Seattle Pacific University. I am a Certified Parent Coach in private practice, and the founder of Parent Coaching Northwest, LLC.

As many of you know, Seattle Central Community College (SCC) and LCP have a decades-long history of working together to nurture, support, and educate every child and parent in the Co-op community. And it is through SCC that I was assigned as Parent Educator for LCP. SCC also supports continuing education for your child’s teachers (Marita, Katie, and Kit) and me through ongoing workshops, classes and meetings.

As Parent Educator for the Bumblebee and Cricket families, I will spend a lot of time in the classroom, working with and supporting you, your children and your teachers. I will also join you for monthly meetings where we will discuss important topics regarding your child’s emotional, physical and cognitive development, as well as supporting and guiding you in your role as parents. I will also have quarterly Meet-and-Greet sessions for all parents and be available by phone or email when you have concerns or want to talk to me outside the classroom.

My girls were Bumblebees, Crickets and Dragonflies at LCP. They (and we) thrived in this warm, rich, play-based community. We fondly refer to our years at LCP as one of the best decisions we’ve ever made for our girls and for our family. One of the added benefits of LCP is that the community and friendships last long after your child moves on from Lakewood.

We all work hard to be the best parents we can be. As your Parent Educator, I will support you in any way I can so you can have the relationships and lives you want with your families. This is such a special, important time in your child’s development. It is an honor and a privilege to share this parenting journey with you and your children. I am confident that this will be another fabulous year at Lakewood.

OUR CLASSES

BUMBLEBEE CLASS 1 ½- 2 ½ Years

WHAT DO BUMBLEBEES LEARN?

The Bumblebees are just beginning to explore their worlds. Through creative play, exposure to music, art and new experiences they quickly learn about their environment and how to interact with other children and adults. Our Bumblebees class emphasizes unstructured play -- giving children the room they need to engage in activities that interest and stimulate them and learn at their own pace. Our teachers and parents help guide them as they explore and learn.

Daily Class Schedule

9:30 KIDS ENTER!

ACTIVITIES:

- Wash hands
- Teacher and working parents help with transitions
- Art Parent and Snack Parent begin set-up right away
- Children play and greet each other
- Parents who are leaving, leave by 9:45

Please note: (if your child is not ready, you are welcome to stay for the remainder of the day even if it is not your work day. We welcome the extra set of hands! If you do decide to leave, it's best to do this in a timely manner (by 9:45 ish) as prolonged transitions evoke anxiety in many children. The teacher will be available to help you design a transition plan that feels good to both you and your child)

9:45 WELCOME CIRCLE

A quick welcome to the day. Bumblebees sit on their blocks around the circle and we sing songs, welcome each child, go over special activities and play ideas for the day. This is a time for everyone to gather together, though occasionally Bees will have a hard time leaving their other play interests. We encourage each child to attend circle, but know that they might not always make it. We'll work together to find what's right for each child.

CLASSROOM PLAY TIME

ACTIVITIES:

- **gross motor play**- push toys, climbing the loft, bouncing, rocking toys, outside play in the side yard, tunnels for crawling through
- **art project**—the art room opens after circle for painting or a fun craft, at the easels or around the table
- **sensory table**—this allows for tactile exploration as well as room for experimenting with basic scientific principles (sink/float, pouring/filling, cause & effect, laws of physics, etc.)
- **playdough**—another tactile experience that starts to work not only their imagination, but also their growing fine motor muscles
- **dramatic play**—kitchen & props, dress-up capes, building houses or boats out of blocks, pretending to be animals, the list goes on...
- **blocks & building**—a toddler feels quite powerful lifting and moving the blocks in our classroom. Their imagination is stretched when we add props to the blocks, placing animals inside block shelters, driving cars into the driveways we just built. Whether building towers up or knocking them down - the experiment with cause and effect is by far the more important part of building to the toddler!

- **Playing with our guinea pig, “Cookie”**—we frequently take Cookie out and place her in a large tub so that the children can observe and ask questions. We practice touching her with one finger gently on the head and feeding her fresh fruit and veggie scraps.
- **Reading books**—Oftentimes a child needs the comfort of a lap and a book and there are always parents or a teacher available to read in the rocker or on the couch.
- **Manipulatives**—There will be ample supply of cause and effect toys, in and out toys, building toys, and rolling toys available to explore.
- **Snack**—snack is available throughout choice time in the kitchen.

10:45 CLEAN UP

Art Room and Snack Room activities are closed to children, parents begin cleaning those spaces. “Clean it Up” song is played in the classroom - a signal to Floater parents, who solicit help from children in cleaning up the classroom. Working parents will be making a point to pre-clean so that this final cleaning is not too big.

10:50 CLOSING CIRCLE

Music and movement/ story. All working parents attend this circle and are ready to help with our next big move - transitioning from the classroom to the foyer, the fence, and then to Lakewood Park.

TRANSITIONING TO OUTSIDE

Each working parent helps approx. 4 children into their outdoor gear and onto the rug, where we sit and wait for all to be ready to go outside. Working parents are encouraged to keep voices soft in this crowded space, using signals and actions to quietly assist children into their outdoor clothing. If a child resists his/her jacket, they can be seated with it nearby and another parent or teacher can resolve any resistance a bit later.

Once seated, parents and teacher unite the group by singing simple songs. At the Teacher’s signal, the group will stand and go outside to line up at the fence. Parents, please proceed outside quickly - among the group - and help guide the Bumblebees to stand touching the fence.

Once all are assembled, the Teacher will count the children aloud and ask all to find hands to hold for the walk to the park. Each working parent will need to hold a chain of approx. three children, hand in hand. Teacher will ensure that we are ready and we will proceed to the park, holding hands the entire way and stopping to safely cross the road together. When we make it to the park, we will assemble at our Bumblebee “Meeting Space” near the base of the stairway, to ensure the safety of the group. Working parents should check their job lanyards to be sure they know their working position at the park and quickly proceed to that position once the group is dismissed.

11:10-11:25 OUTSIDE TIME AT LAKEWOOD PARK

Children play at Lakewood Park! Bumblebees love the swings, sandbox, slide, teeter totter and more. Please see General LCP Safety Tips for more information on Park rules, do’s and don’ts.

11:25 GOODBYE CIRCLE AT LAKEWOOD PARK

We gather again at our Meeting Place for a few last words and our “Goodbye song.” Everyone attends for safety! Working parents help ensure that all children are safely signed out to a caregiver before leaving the area. Teacher gives goodbye stamps to the Bumblebees, and is available to talk to parents as they come pick up their child.

Working parents are welcome to ask for Teacher’s key and return to the school to complete their clean-up tasks. Planning for one’s children during the few minutes of clean-up is a good idea. Classroom toys are

off-limits to children, as this is the prep. time for afternoon classes. Children may sit with books on the couch (and possibly a parent volunteer who reads to them), may assist their parent with cleaning tasks, or are sometimes left with another parent at the park for extended play.

CRICKET CLASS 2 ½ - 3 ½ years

WHAT DO CRICKETS LEARN?

Crickets learn how to interact, negotiate and play with others. As they explore their world they begin to realize that it's much more fun to play with a friend than to play alone. They learn how to form friendships and about other people's feelings. Crickets start playing interactive games with each other. They learn through stories, singing, play, art and games. Crickets are improving their large and fine motor skills daily and are learning to interact with their environment in new ways

Daily Class Schedule

Crickets arrive: (9:00-9:15 am) This is an important time for **Snack and Art Parents set up!** These rooms stay closed until after circle, but need to be set up. Our two floaters will be in the classroom engaging with arriving Crickets in classroom play, while I help any Crickets who may struggle with this transition time.

Welcome Circle: (9:15 am) I use this circle to welcome friends and set the stage for the day. **I wait for all working parents to arrive.** When this starts late it can affect the whole routine of the day and take away from the PLAY that our Crickets crave! Let's do our best to make this a goal a reality!

Choice Time/Free Play: (9:30-10:40 am) Our number one job is to facilitate a safe and engaging environment to play and learn. **Pre-cleaning and decluttering the classroom** is always helpful while our Crickets move from activity to activity. It greatly helps create a sense of calm even amongst enthusiastic play. In fact, a newly set "stage" may re-entice a group of Crickets back to activity even if they have tried it before. It makes for a successful and efficient clean-up time before circle.

Potty Party: (around 10:15/10:20 am) Sometimes this is a big party sometimes not depending on if some Crickets have already gone to the bathroom earlier. Like snack, we try to give crickets the opportunity to listen to their body and choose to go. But, we also have to let them create their own success and learn from it.

Initial Clean-up of Art Room and Kitchen: (10:20-10:30) In general this should start between 10:20 and 10:30 depending on how busy the area has been/is currently. Any clean-up you can start while one or two Crickets are still there helps you get ahead. Any pre-cleaning you do throughout free play really helps—same benefits in the art room to encourage engagement AND getting head by starting the dishes of kiddos you know have already snacked a lot. It's ok to send Crickets off to play in a new area they have eaten and it's getting close to clean-up. But, by 10:30 these rooms need to be closed for business. Sometimes leaving sensory table/playdough open can keep Crickets engaged while cleaning starts.

Clean-Up Time: (10:40) While we want to set the stage for Crickets helping with clean-up we have to keep in mind that this transition time often hits at a crescendo of energy. So we need to invite Crickets to help, but be quick and efficient about getting the class cleaned up. This also helps encourage buy-in to circle because there are no toys still out.

Circle Time: (10:45-11 am) Having all working parents at 2nd circle can be a crucial to the tone of this transition! This is by far the most structured time of our day and challenges our little (and big) bodies and minds to stay focused on a single group activity. Temperament, personality and simply interest play into how each Cricket comes to join and participate in circle at their different, and appropriate, developmental stage. During transitions sometimes we can find ourselves in a surprising conversation or abrupt change in emotion or energy that requires flexibility to change course. **During circle time I need parents to actively participate and encourage the Crickets around you to do the same.** While I ask that you keep talking to a minimum I depend on you to use gentle persuasion to get children to circle and to help them stay there. If a child wanders to the middle of the circle a **help back to a circle spot is best— often without words** and with a final loving hand on the back. Sometimes a comfortable seat on a lap is enough to entice. It's always great to try to invite a reluctant circle-goer to circle. But, don't start a fight. Just clearly remind the child that everyone else is at circle and quiet play in needed. We do need to stay aware of where they are in class to ensure that they are safe and not in closed areas like the climber.

Transition to the Park: (11-11:10 am)

SEE Cricket Park Procedures on page 12 FOR SPECIFIC INSTRUCTIONS.

After Class: (11:30 am) Working parents need to be heading back to the class ASAP after our Cricket Goodbye Song. One parent can stay to help me double-check all Crickets are signed out. **All other working parents need to get back to the class to clean quickly** so T. Katie and T. Kit can set up for Dragonflies.

THANK YOU ALL sincerely for working so hard to support our Crickets and larger LCP community thrive!

Cricket Park Procedures

-We need all hands on deck for this big transition, so please come ready to the second circle. All adults present at that second circle is important. One person can focus on getting shoes on any child who doesn't have them, the rest should participate in circle and help mainly by being present and engaged, watching for safety, giving quiet taps or signals to children to help them as needed.

When we go to the park I know what to do. *Be ready as soon as "Sleeping Crickets" starts*
I am safe and my friends are, too. *Parents open gate and door w/ small group*

-From circle, I'll dismiss several kids at a time by singing the "Sleeping Crickets Song." Working Parents should each take charge of a small group of children and help your small group move safely through the gate and doorway (which should be propped open), help them find their coats, put them on, and take a seat on the rug in the foyer. A parent can always help by turning off the light and grabbing the sign in sheet and backpack, as well towels on a rainy day.

-Leaving the classroom, some children may balk and want to stay. Your role should be to help keep the group energy heading out. Please don't stop to persuade kids, chase, etc, especially your own child. Often once the lights are out and no back-and-forth is occurring, children want to come and do so more willingly. I'll swoop through at the end for any stragglers, and I'll be relying on the Working Parents to be maintaining our safety and norms out in the foyer.

I put on my coat and zip it up snug. *Parents help (later we will learn the flip trick)*
I show I am ready and sit on the rug.

-As we gather there, we'll sing songs quietly as the others are finishing getting ready. Again, I will be the last person out of the classroom so if I am not ready to lead the songs and you are sitting there ready, please dive in and sing with them! The Wheels on the Bus and Itsy Bitsy Spider are examples of great songs for this time. *(In anticipation of this time, I recommend having your jackets readily available on the coatrack out in the foyer.)*

We wait for our friends & sing a song. *Parents lead if T. Marita is dealing with issue*
Everyone listens so it won't take long. *T. Marita will wait until all Crickets are sitting*

Having everyone sit and sing with gentle voices is the eventual goal. I will have to be a stickler about this and need your help encouraging as we wait for ALL children to sit on the rug before we go outside. It may take some time, but we need our crickets to trust in our routine to promote safety for all.

Teacher Marita opens the door. *Create barrier between fence & open area*
We touch the fence with feet on the floor. *"I see __ touching the fence w/feet on the ground."*

-Once all kids and parents are ready and seated in the foyer, I'll direct us all out through the doors, and kids will be asked to "touch the fence." This means lining up alongside it, possibly touching it. All Working Parents can help guide our class to the fence by making a physical parent barrier between the end of the fence/side walk and the open grass area. While we don't want to make it a game by chasing them, we need to keep all our Crickets safe as we gather at the fence. Adults are encouraged to stand near to the kids, maybe crouched down, to model what we're doing. I will count the kids, then ask everyone to find a hand.

Count each Cricket—1, 2, 3 . . . *T. Marita counts (will wait if needed)*
Ask a friend to hold hands with me. *T. Marita opens gate when all hands are held*

-Holding hands sometimes takes a minute to coordinate and we can all help children find a hand to hold. Once we have everyone in hand I will open the gate and we will start our walk to the park.

Walk to the corner on my own two feet. *Parent will lead if T. Marita needs to assist*

Check for cars before crossing the street. T. Marita: **“Hey Crickets” Crickets: “Hello”
eyes watching~ears listening~voice quiet~body calm
Street check: “We are safe to cross.”**

-We will stop at the corner and wait for everyone. I will say “Hello Crickets!” and wait for a double chirp in response. It usually takes doing this twice to get everyone’s attention. Then we will check for safety, cross and walk to the park, down the stairs to our "Meeting Place." We will help our crickets down the stairs and gather in the same place we have been gathering for our end of class song.

We stop at our Meeting Place—We won’t wait long. Working parents leave to their park areas
We know we are ready when we sing this song: Crickets sing song and then play!!

-We will assemble on the playground at our "Meeting Place," standing in a cluster or circle as I lead a short song, chant, or counting game. This is an important safety measure, allowing all adults time to arrive, check lanyard tags for their "positions" at the park, etc. I'll check in to see that all are ready, then please go right to your position (1. Sandbox, 2.Swings, 3. Slide/Climber, 4. Seesaw/Climber). The Crickets will know it is time to play when we all sing the final lines of the Cricket Park Song:

**“When we go to the park I know what to do.
I am safe and my friends are, too.
I am ready to run.
I am ready to play.
Crickets are ready for the park today!”**

-Play time! Important playground rules include: Stay on the sidewalk and wood chips (off the grass, out of the bushes). One at a time on the slide and feet first only. Stay close when children are climbing. Have fun! Talk with and be playful with the children!

-Ending: I will circulate calling all Crickets back to our Meeting Place with this song:

**Crickets, Crickets!
Everybody, Everywhere!
Crickets, Crickets!
Time to meet up by the stairs!**

Again, this is a really important safety measure, allowing Working Parents to see that all children are re-assembled together. Each parent should sort of sweep in the children who were playing in their area, ensuring that they come back to the group. Please ask other adults for help when you need it, and help scan the whole group to be sure no one is slipping through and back to play. Remind the Crickets we need to sing our song and then get our stamp! Once we're all assembled, we'll sing our good-bye song, we'll pass around the sign-out sheet, and I'll give stamps to children. Please, please help keep an eye on everyone at this time, particularly any child whose parent/caregiver has not yet arrived. I'll be consumed with saying goodbyes to the kids and finding anyone I need to convey a message to about the day. One working parent should circulate the sign-in sheet to be sure everyone is signed out before returning it to me.

-Once everyone is signed out, Working Parents who need to finish cleaning should ask for my keys and head back to school to finish up. Key-holder should prop the door for others and leave my keys at the sign-in station in the room. The next class starts at 12:00, so the clean-up does need to be done right away. Often, another parent may be willing to stay and watch an extra child or two at the park so the cleaning can be done more efficiently.

DRAGONFLY CLASS 3 ½ - 5 years

WHAT DO DRAGONFLIES LEARN?

By the time a child reaches age three or so, they have usually begun to engage in cooperative play on a large scale. With the support of loving parents and their teachers, the Dragonflies learn to negotiate conflicts that inevitably arise in their play, they learn to utilize the social skills they've been role-playing in circle, and they learn to navigate the ever-changing world of friendships. In addition to learning important lessons in community living, they also have the freedom to develop their own sense of self. Every day, Dragonflies are offered a myriad of different mediums to choose from. They choose how to express their innermost self--whether it be through story dictation, constructing buildings, painting on the easels, clay sculpting, or dancing to music. Academic areas such as reading and writing and science and mathematics are integrated deliberately into the everyday activities. Children thus receive the message that learning is always available in the here and now. It is useful and practical, and is something they are wired to do. Dragonfly parent alums have testified that their children thrive in kindergarten because not only do they leave LCP with appropriate early academic skills, they also leave with strong social and emotional awareness and skills that allow them to navigate powerfully in their relationships with other children and adults.

Daily Class Schedule

12:00 KIDS ENTER!

ACTIVITIES:

- Wash hands
- Teacher and working parents help with transitions
- Art Parent and Snack Parent begin set-up right away
- Children play and greet each other
- Parents who are leaving, leave by 12:15

12:15 WELCOME CIRCLE

We will meet at the beginning of each day to welcome children into the classroom. At this time we may share news in the children's lives, act out stories, read or write together, recite fingerplays or poems, and move to music and rhythm. At times, we'll talk about the calendar and the week's plans. After singing and orienting to the day's activities, the Teacher and Assistant Teachers will transition the children into the day.

OUTSIDE PLAY AT LAKEWOOD PARK

After circle, the class will proceed to Lakewood Park for outside play. Parents assist with coats as needed and by example in getting ready, meeting on the rug for a song until all are ready, then quietly lining up along the fence in the side yard. After counting, we proceed to the park for play time. In Dragonflies class, students are not required to hold hands with one another. Rather, this sometimes causes hurt feelings or other difficulties. We all walk together with one adult (Teacher) in front, and one adult at the back of the group. This last adult can be accompanied by the child acting as Wagon Puller, but it is important that no one go behind the last adult or behind the wagon. We enter the park at the stairway by the swings except on Wheel Wednesdays. Please see the attached General LCP Safety Tips for more information on Park rules, do's and don'ts.

SNACK TIME

We return from the park, wash hands, and assemble in the foyer. Then it is group snack time! It is notable that in this class, snack often needs to be rather substantive. Bigger kids just tend to eat more, but also the start time of our day seems to result in children being quite hungry by this time, with some parents likening this

snack to a second lunch. Snacks should be simple, nourishing foods (see SNACK SUGGESTIONS). Foods that relate to the season or our classroom themes are appreciated, as are snacks that children help assemble or prepare at table as they eat (ie. spreading cream cheese on bagels, sprinkling cereal on yogurt). All working parents are to sit down with the children at the tables where they can encourage the children to talk with one another and to help the children as needed. Please be aware that the snack room can become painfully noisy very easily. Do your best to be close to those you are taking to and use a soft voice.

FREE CHOICE ACTIVITIES

This is the most important part of the day! During this block of time, the children will choose among art and sensory activities, blocks, the water table, the dramatics center, puzzles and games, the library center, and much more. Many of these activities will relate to our present theme; some will be daily activities that are available throughout the year. Each child may choose to participate in several activities or concentrate on a particular center on given days. Sometimes the choice is given to the child. There will also be many all-class opportunities and projects. For these, there will be a soft expectation that all participate, at least to a certain degree. See the “Dragonfly Special Days” section below for a listing of some of the weekly projects and activities in which all Dragonflies will participate.

2:40 CLOSING CIRCLE

We gather again to review or share about parts of our day, to sing some more, always finishing with a story. Parents are welcome to come into the classroom when they arrive and sit near the children at circle - please do so quietly.

3:00 GOOD-BYE

At this time we say goodbye. Teachers are available at this time to talk with families about the day’s events or to respond to parenting questions. Working parents help ensure that all children remain safely seated on the rug or on the couch until all are signed out. Classroom toys are off-limits at this time, children may sit with books on the couch (and possibly a parent volunteer who reads to them), may assist their parent with cleaning tasks, or are sometimes sent with another parent to the park for extended play time. Students and parents should leave as promptly as they can so the working parents are able to begin their clean-up jobs.

Dragonfly Special Days

There are a number of special events and days that are a significant part of the Dragonfly experience. Many of these are annual events, such as Read Across America Day. They will be introduced as the year passes. The following list notes the weekly events which contribute to our schedule significantly each week.

Mondays - Book of the Year entries or White Board shares are written at the start of each day. This helps children practice responding creatively to a prompt, building skills and creating an artifact of their development and of special parts of their year.

Group game is offered during our time at the playground. This helps children connect with one another as they practice more “structured” games. Sometimes having the script of a game in place helps them in navigating socially.

Tuesdays - Split Day: This year our class will split into three smaller groups, making for a smaller class size and more intimate opportunity for group lessons and play on Split Day. The groups will rotate among the following stations: Outside Play, Snack, and Second Step lesson. Second Step lessons take place at the circle, utilizing a curriculum for preschoolers that teaches important social and emotional skills. See “Second Step Curriculum for Dragonflies“ for a complete list of the lessons to be covered this year.

Wheel Wednesdays- This year our class will split into two smaller groups for Wheel Wednesday, making it easier to manage the groups and their wheels as they travel to and from the park for outside play time. All Dragonflies are invited to bring bikes, trikes, scooters, etc. to school on Wednesdays for this important social and developmental experience. Helmets from home are required.

Thursdays - Music Class with Teacher Jana or **Yoga Class** with Teacher Katie
Two times per month our first circle becomes a joyful class dedicated to music and rhythm, singing and instruments, and on the others we play with the movement and breathing found in yoga.

Spicy Partners: During Choice time, students will be paired with another child and sent to play at a particular station. These intentional groupings allow the children to build friendships they might consider “spicy” or less approachable otherwise, and encourage a broader range of play and skill-building.

Second Step Curriculum for Dragonflies

Unit 1: Skills for Learning, Self-regulation

1-Welcoming

Introduce yourself, invite others into play

2-Listening

Listening rules: Eyes watching, Ears listening, Voices quiet, Body calm

3-Focusing Attention

Use “attent-o-scope”

4-Self-Talk

Talking to self quietly or in head to help focus on what they need to do

5-Following Directions

Repeat directions using self-talk to help remember

6- Asking for What you Need or Want

Face person whose help you want, use a strong respectful voice to ask

Unit 2: Empathy

7-Identifying Feelings

Use clues on faces and bodies to tell how others feel (happy & sad)

8-More Feelings

Use clues on faces and bodies (+surprised & scared)

9-Identifying Anger

Use clues to recognize anger. Anger is okay, normal. Not okay to be hurtful when angry, though.

10-Same or Different Feelings

People can have the same or different feelings about the same thing

11-Accidents

Didn't mean to? Let them know. Nice to say sorry, too.

12-Caring and Helping

Say something kind, do something helpful to show you care

Unit 3: Emotion Management

13-We Feel Feelings in Our Bodies

Focus on your body to tell how you are feeling (+worried feeling)

14-Strong Feelings

Hand on tummy, say "Stop" to start calming strong feelings (+frustrated feeling)

15-Naming Feelings

Naming feelings helps calm down, Talk to a grown-up about strong feelings

16-Managing Disappointment

Belly breathe to calm down strong feelings (+disappointed feeling)

17-Managing Anger

Relax body to calm down angry, okay to be angry but not hurtful

18-Managing Waiting

Count different things to help wait calmly

Unit 4: Friendship Skills and Problem Solving

19-Fair Ways to Play

Play together, Trade, and Take Turns

20-Having Fun with Friends

Choose to play fair vs. insist on own way; playing together is fun

21-Inviting to Play

Ask, "Would you like to join us/play?" It helps everyone feel included

22-Joining In With Play

Get close, watch, give ideas/comment on what you see, ask if you can join

23-Saying the Problem

Calm down first, use words to describe the problem

24-Thinking of Solutions

Think of lots of safe ideas for solving problems

25-Speaking Up Assertively

Speak up in a strong, respectful way

Unit 5: Transitioning to Next Year

26-Learning (Next Year/in K)

Review Listening Rules, focusing attention, using self-talk

27-Riding the K Bus

Review using cues to tell feelings in others, having different feelings about same things, use

Calming-Down Steps to calm strong feelings

28-Making New Friends

Review Fair Ways to Play, inviting others to play and asking to join in play

DEVELOPMENTAL CHARACTERISTICS OF TWO-, THREE-, FOUR-, AND FIVE-YEAR OLD CHILDREN

Not all children grow according to a particular list or set of guidelines! As a child develops, we always need to understand their particular needs and individual trajectories. It can also be useful, though, to have a sense of the progression of development for children in general. What follows are lists of some common, loose markers of development as they grow.

The Two-Year Old

- Language is developing rapidly; vocabulary expands, links words, repeats words, begins using language to express desires and emotion
- Follows simple instructions
- Copies others, especially adults and other children
- May be excited to be with other children and by being part of a group
- Shows more and more independence
- The child may explore defiant behavior (doing what she has been told not to)
- Plays mainly beside other children (parallel play), but is beginning to engage in simple make-believe, such as in games with scripted roles, such as a “tea party”
- Follows “Toddler Property Laws” - If I’m holding it, it is mine. If I was holding it earlier, it is mine. If I like it, it is mine. If I want it, it is mine. Needs support around this.

The Three-Year-Old

- The child seems to be in a period of equilibrium
- The child is agreeable
- The child enjoys playing with children his/her age
- The child can often take turns
- The child is learning to verbally express his/her needs and feelings
- Beginning to see relationships; has lots of questions, why? how? what?
- Physically vigorous; running, jumping, riding tricycle
- Small motor coordination developing; more precise drawing, cutting with small scissors
- Very vivid imagination, plays imaginary games; may have an imaginary playmate

- Strong need to express him/herself verbally; may stutter, because s/he cannot get words out fast enough
- Starting to feel a need to be powerful; eg. superhero play
- Fears of monsters, the dark, imaginary dangers

The Four-Year Old

- Emotionally explosive, often volatile
- Testing boundaries; often it seems the testing is never ending
- Becoming “sassy” verbally
- Physically wild and rambunctious, runs fast, wrestles, jumps
- Small muscle coordination improving; may write name, draw pictures with themes
- Self-help skills improving; zips, snaps clothing, fastens shoes
- Interested in gender questions, body functions; “doctor play”
- Plays in groups of children, sometimes other children are excluded from game
- Games have a theme and become more involved
- Explores leader or follower role in group play
- The children can often negotiate social situations without adult intervention
- Loves sill verbal expressions, rhyming, speaking nonsense, using shocking words
- Learning differences night-day, big-small, slow-fast
- Able to play simple board games; lotto, chutes and ladders, matching games

The Five-Year Old

- Emotionally more stable, satisfied with self
- Helpful, resourceful, often reliable
- Non-stop talking, tells “tall tales”, loves bathroom talk, explores using swear words
- Starting to know the difference between fantasy and reality
- Questions, reasons, sometimes lots of questions about death and dying
- Attention span is growing, more invested in completing a task
- Physically still has enormous needs to move around; good balance, may know how to skip, ride two-wheeler
- Small motor coordination improving, interested in writing letters, numbers
- Interested in reading; Often will ask “What does that word say?”
- Shows definite hand preference
- Good self-help skills, can get dressed independently, brush teeth, get own breakfast, snacks
- Very social, loves to play with friends, can handle group play without much intervention
- Exploring group dynamics e.g. who is the leader? Who gets to play? But more inclusive in play than younger children
- Able to participate in elaborate activities such as acting out a plot, playing checkers, doing involved art projects

WORKING PARENT ROLE

Your primary role as a member of Lakewood Co-op is to work as a support teacher in your child's class. This involves supporting the teacher in whatever way possible. It also means modeling social behavior for all the children. Your job is to help children know what they can and cannot do. Humor and faith in children's growth is essential!

Here are a few helpful hints to keep in mind to make your job easier:

- Sit down whenever possible while working with children.
- Use a low, quiet voice. Enunciate clearly.
- Try to limit socializing with the other adults while working so that the children can benefit more from your time together.
- Use language that the child can understand. Help the child learn the meaning of words by example. Show her/him how. "Pull on the lever" makes little sense if she/he doesn't understand the words.
- Answer questions and talk to children when the occasion calls for it but avoid talking to them all the time.
- When children are working or playing well, do not interfere - just observe and perhaps add to or provide resources when appropriate.
- Avoid talking about a child in her/his presence.
- Be patient. Children need time to develop and improve gradually.
- Suggest what a child is to do rather than what she/he is not to do. Look for what is right with the child instead of looking for problems.
- Before giving a direction, obtain the child's attention.
- Avoid conflicts and forcing an issue as much as possible. A little ingenuity often makes a situation go smoothly. The child needs to establish a pattern of happy performance rather than one of negative refusal.
- Utilize the positive guidance techniques taught in parent education meetings and demonstrated by the teachers. Physical discipline is never used in the classroom.
- Praise the type of behavior you wish continued. Success is the best reinforcement possible.
- Allow the child to learn by experiment. Help her/him only when it is necessary to avoid failure and discouragement. Encourage her/him to find out for herself/himself.
- Accept and appreciate each child as she/he is, remembering each child is different. Observe and study her/his "uniqueness" and her/his "sameness." This will give us the foundation for what we do with and for her/him.
- Reflect the anti-bias philosophy of the classroom through your words and actions (see ANTI-BIAS GOALS page 34-36).
- Be relaxed, enjoy the children, and let it show when you are having fun.

WHAT LIFE IS LIKE FOR PARENTS BEGINNING PRESCHOOL

Often parents are surprised to find that they have adjustments to make at preschool just like children do. Many beginning parents find themselves feeling a bit "lost" at first. Keep in mind that this is a common experience.

You may feel a bit overwhelmed:

- How do you function as a working parent in the classroom?
- Where are all the supplies and equipment located?
- What is the daily schedule?

- What are the right procedures?
- Why can't I remember any of the things I'm supposed to have learned about this?

You may be somewhat fearful:

- Your child may embarrass you
- You may feel awkward working with other children
- You may be afraid of making a mistake

You may feel isolated:

- There will be many people you don't know
- There is much said about a co-op being a community, but it may not feel it at every moment
- You may find it difficult to ask questions of others given the busy schedule

All these feelings are natural and normal! How can you function smoothly with a minimum of anxiety and frustration?

TRY TO REMEMBER:

- You can't learn everything at once. Dealing with children and adults, learning guidance techniques, and learning to use supplies and spaces is a continuous process - it will take all year.
- Don't be afraid to ask questions even of a beginning parent. It is an excellent way to become acquainted and lose the feeling of isolation.
- When possible, do activities you enjoy. If you feel uncomfortable in an area, see if someone would like to exchange with you. Share your ideas and activities with the teacher. Build up your confidence and experience by trying new things.
- The teachers and parent educators are resource people. Consult them when you have doubts about handling situations with children or need help.
- Relax and have fun! When learning stops being fun, learning stops!

DON'T BE CONCERNED IF YOUR CHILD:

- ❖ **Doesn't want to participate in the activities.** Many children need to observe before they can participate.
- ❖ **Cannot follow classroom procedures early in the year.** Children gradually adapt to the routine as the year progresses.
- ❖ **Protests when you leave or when they have to share your attention.** It is hard for children to separate from their parent or share their parent with another child.
- ❖ **Protests when activities change or when limits are set.** It is hard for children to stop an activity, give up an object, and start something new.
- ❖ **Displays aggressive behavior.** Children learn appropriate interactions skills through trial and error.

ALL OF THESE BEHAVIORS ARE NORMAL AND OCCUR IN NORMAL CHILD DEVELOPMENT. AS A GROUP WE WILL WORK TOGETHER TO PROMOTE POSITIVE INTERACTIONS.

CLASSROOM JOB DESCRIPTIONS - All Classes

Whether you are floater parent, art parent, or snack facilitator you want to know what to do when. Take a look at the next few pages that give you specific directions, as well as example language to use you while in your designated working area. Feel free to write down your own notes and questions!

FLOATER PARENTS

Circle Sit with kids during circle times. Help children to listen and keep hands to themselves. If a child isn't interested in coming, ensure his/her safety but allow him/her to watch from a distance and come join in yourself.

Choice Float around, keeping a special watch on the loft and writing areas. Always feel free to seek out the teacher with questions or assistance in keeping things safe and happy

Provide substitutions and distractions to children who want the same toy. "That looks neat, doesn't it? Look – here's another for you!" Or, "What do you think about this toy?" Remember that sharing is a very difficult concept at this age. For all practical purposes, if a child is holding it, it is hers at this time.

Help children identify their wants and feelings and offer words to help them communicate about them. "You don't seem to like it when she pulls on the toy. The words are 'Don't take it!'"

Encourage a child to "check in" with their friend if they accidentally (or not) hurt someone. If they refuse, find another friend to "check in" in their place – there are always willing bystanders! Give the hurt person your attention first. Ask another adult to help if needed.

Encourage children to try good settle-down places if they seem to need it – the book area, the listening center, the play dough table, etc.

Outside Help with coats in the hallway, guide children to meet on the rug and at the fence once outside. Hold hands and help herd the group safely to the park. Help ensure that all regions are covered at park (Sandbox/Steps, Slide, Swings, Other – see lanyard tag for yours). We play off the grass field and out of the bushes. Check in with a teacher about any concerns. Stay at park until last child is accounted for.

Clean-up The two floaters return to school after the park and are responsible for cleaning the bathrooms and foyer area and also vacuuming the classroom.

ART PARENT

Circle Upon arrival, check in with the teacher about planned art activities for the day. Prepare the room by putting out paper and paints, other materials, and the hand-washing station (wash bin and towels)

Choice Do art with the children. Label each piece of artwork with a name and date. Have children tell you about their work and when possible, record their remarks on an index card. Attach to the artwork with a paper clip and place or hang the works to dry.

Some helpful things to notice about a child's drawing:

- What colors they used
- Which parts of the page they used
- How long they focused on this work
- How this work compares to their last
- Something it reminds you of

Clean-up

- Return art materials from where you got them. If you don't know where they go, please ask.
- Cover paint containers and wash brushes. Wash paint cups if they are empty or yukky.
- Clean paint, glue, etc. off tables, chairs, and floor
- Dump water and clean hand-washing station
- Place dried paintings/artwork in class art portfolio
- Please try to put everything in its place -ask if you're not sure!
- Work on clean-up during class clean up, and circle time, then join the group to get ready to go to the park. If you didn't quite finish, please return after park time.

Outside

Help with coats in the hallway, guide children to meet on the rug and at the fence once outside. Hold hands and help herd the group safely to the park. Help ensure that all regions are covered at park (Sandbox/Steps, Slide, Swings, Other – see lanyard tag for yours). We play off the grass field and out of the bushes. Check in with a teacher about any concerns.

SNACK FACILITATOR

Circle

Begin preparing for snack right away. It's okay to have your child "help" you if he/she needs. Remember to plan ahead for any allergies students may have. When possible, set things up so children can be involved with preparing part of their own snack, whether by spreading, dipping, or just serving themselves a portion of the snack.

Use Sanidate to wipe down the tables and countertops you'll be using. Prepare the food and dishes for the day's snack.

Check the play dough and sensory tables to get a feel for what is to be offered on this day. Be sure to check with the teacher if you have any questions.

Choice

Help children wash hands and find their placemat when they arrive in the kitchen. Use placemats to determine who has/has not had snack and be sure each child is invited to snack before the day is through.

Monitor the play dough and sensory tables during this time. If things get busy in the kitchen, ask a floater or teacher to come and help – this is certainly expected!

Clean-up

- Return play dough and materials to shelves
- Tidy materials in and around sensory table
- Empty garbage, compost, and recycling into LCP bins outside the kitchen door
- Wash tables with bleach solution
- Wash dishes with dishwashing detergent
- Wipe placemats with Sanidate
- Sweep kitchen floor
- Please try to put everything in its place -ask if you're not sure!
- Work on clean-up during class clean up, and circle time, then join the group to get ready to go to the park. If you didn't quite finish, please return after park time.

Outside

Help with coats in the hallway, guide children to meet on the rug and at the fence once outside. Hold hands and help herd the group safely to the park. Help ensure that all regions are covered at park (Sandbox/Steps, Slide, Swings, Other – see lanyard tag for yours). We play off the grass field and out of the bushes. Check in with a teacher about any concerns.

NUT-FREE SNACK IDEAS

Snacks at preschool should be nutritious, taste and look good, be satisfying, and simple to prepare. When possible, children can assist with assembling their own snack, practicing fine motor skills as they spread, pour, and using thinking skills to decide what they like, how much they can eat, etc. Age/class and day of the week can influence the best time for different snack ideas - check in with your teacher if you're unsure of whether an idea would fit well with your day.

Sample Ideas

A basic snack might include 2-4 items total. Think about drawing from different categories of foods: proteins, fruits and veggies, starches. Mix and match to create your own menu!

Lunchmeats

Cheese - cubed, sticks, etc.

Hard boiled eggs

Beans

Garbanzos

Edamame

Yogurt

Hummous

Fresh veggies

Parboiled or frozen veggies

Fresh fruits

Applesauce

Dried cranberries, raisins

Nori

Crackers

Rice cakes

Breads, bagels

Oatmeal

Pita chips, Corn chips

Crackers

Cereal or granola

Waffles

*Pizza

*Pasta

*Note: Dragonfly students tend to embrace a more hearty snack than Bumblebees and Crickets, due to their age and start and end times. Some of these items may be best suited for them. Ask and learn about how much and how heavy a snack your group is likely to need.

SEPARATION

Remember that anxiety around separation is quite normal and is to be expected. Though sometimes our children-surprise us with feeling quite ready and capable to be on their own! We'll be ready to support them however they arrive to school. And, as we hope you will notice in the tips, we are here to support *you*, as well. Remember that each family has their own goals about separation. Our teachers are here to help you navigate that. There is no one *right* way to deal with separation—as we find true with many situations we encounter this year. We will, however, figure it out together!

Arrive on time—Keeping to the routine helps keep a sense of calm and purpose. It will also support flexibility when changes present themselves in the future.

Pick Your Moment—Think about when you should make your exit. Is it best to say goodbye at the gate? Or does your child like to have you walk them to their favorite activity? ***Before circle is best!*** Your teacher will let -parents know that circle time is coming soon so that you can say goodbye before we begin. If you chose to stay for circle—you are always welcome—we ask that you wait to leave until we are done with circle.

Be Consistent—If you need to leave—no problem—just say your special goodbye and leave. Keep it brief! Linger or coming back to check will prolong the sadness and create motivation to continue the sad behaviors.

Don't Sneak Out—Reducing anxiety means trusting the situation and people involved.

Create a Routine—Perhaps you already have a favorite way to say goodbye—with a special kiss, hug, snuggle, or special phrase. Pick your favorite and do it the same each time so your child can predict what happens next.

Clear Time Expectations—Remind your child that you will see them again soon. Clearly state when you will see on another again—i.e. *“in five minutes after I've set up the art room”* or *“after the goodbye song at the park.”* Make sure to return when you've promised, but don't make it a big deal either.

Be Positive—Our children will follow our lead! Enthusiasm and trust from you will help your child feel more at ease.

Trust Yourself—You know your child best. You have also chosen a wonderful place for your child to learn. Trust that even if it's hard your child will receive comfort and care to help them learn how to navigate these complicated feelings.

Ask for Help—Teachers are *always* available to help with the transition with a hand, a book, a hug, a song, or distraction. We will often comfort your child by validating his/her feelings and suggest a favorite/interesting activity. *“You are sad/mad XX left. It's ok to feel sad. XX will come back. I can help you now. Let's play . . .”* There might even be a particular friend or parent that makes your child's transition easier. Fantastic! These trusting relationships are one of the best parts of being in co-op together. We'll work together to learn what works best for your child.

WORDS THAT HELP IN THE CLASSROOM

Use positive words. Instead of “don’t,” tell the child what TO do.

“It is time to ...”

“You need to...”

“That hurts. We try not to hurt others.”

“Keep your hands in your lap.”

“Do you need some help?”

“If you cannot come by yourself, I will help you.”

“We build with the blocks her.”

“How are you going to build with yours?”

Unless there is a real choice, don’t offer one.

Common: “Mommy’s going to go now, okay?” “Do you want to...?”

Instead, let children know what time it is, what will happen, etc.

“It’s time for circle. Let’s go over.”

“I’m going to go now. I’ll be back soon. See you at the park.”

When children can make choices, they feel powerful. Give choices that fit with classroom norms and expectations.

“Will you give that back or should I help you?”

“Would you like to serve yourself or shall I scoop for you?”

“Can I help you wash your hands?”

“Would you like the dump the sand out of your shoes here or over by the steps?”

Avoid calling children or their actions: Good, Bad, Nice, Naughty. Instead, try these:

“You’ve learned how to”

“She made a mistake.”

“He’s still learning about...”

“Oops. You might not have known that...”

“You’re still learning how to...”

PAINTS

“Hold the jar with one hand while you wipe the brush.”

“We paint on the paper.”

“Oops, let’s clean this up.”

When commenting on a child’s artwork: “Look at those colors!” “Tell me about your work.” “Those lines are going all the way across the paper.” “You are working so carefully on your picture.”

SAND

“Keep the sand in the sandbox.”

“If you throw the sand again, you will have to leave the sandbox.”

“Come, I’ll help you find somewhere else to play.” *Endeavor to have the child return to the sandbox before the play period is over so she’ll have success there.*

TAKING TURNS

When two children want the same toy:

“She has the ball now. When she is done it can be your turn.”

“Soon it can be your turn. While you’re waiting, you can play with...”

Child grabs a toy or hits to get it:

“It’s his turn now.”

“Ask her if you may have a turn when she’s done.”

CLEAN-UP

“It will be clean-up time soon. Let’s put these here in the box.”

“Let’s carry this together.”

“Shall we help with the blocks or load the dishes onto the shelf?”

“Here’s something for you to carry. Do you know where it goes?”

“As soon as we stack these here, we’ll be ready to go in.”

CIRCLE SUPPORT

Embrace flexibility and encourage circle time etiquette through positivity and engagement. **We do not want to turn coming and going from circle a game!** Here are some tips to remember during circle time:

- When parents **actively participate and engage** the children around you to do the same.
- **Keep talking to a minimum**, yet use **gentle persuasion** to get children to circle and to help them stay there.
- If a child wanders to the middle of the circle—**help them back to a circle spot, without words** and with a final loving hand on the back. Sometimes a **comfortable seat on a lap** is enough to entice.
- **Invite** a reluctant circle-goer to circle. **But, don’t start a fight or a game!**
- Clearly remind the child that **quiet play** is needed and return to circle.
- **Stay aware during circle** to ensure all children are safe with their bodies.
- **Have Fun!!**

CONFLICT RESOLUTION

Here are some guidelines to help children solve conflicts. Let's say two (or more) children are having a conflict and need help to solve the problem. What do you do?

Approach calmly, stop the hurtful action.

If they are physically trying to hurt someone, get between them. If the problem is over an object, let them know you'll hold the object till the conflict is resolved.

Acknowledge children's feelings.

"I can see you are angry, you both want to play with this toy."

Gather information.

Ask each child what happened. Let them know you will give everyone a turn to talk. Find out what the problem is.

Restate the problem.

Make sure the children know they have been heard and that you understand what the problem is.

Ask for ideas for a solution.

Ask each child what she or he thinks the solution should be and maybe even share your idea of a good solution. Decide together what would work best. (This can be the tricky part.) Try to find a solution everyone feels will work.

If someone got hurt, physically or emotionally, find out what can be done to help her feel better. If an ice pack is just the thing, ask the children to help get it out. Maybe a promise to keep feelings safe will help. Helping a child you hurt is much more effective in building friendships than saying sorry.

Follow up.

For instance, if you decide to take turns, help facilitate that. Acknowledge the solution worked, or talk about why it did not work, and try again.

GENERAL LCP SAFETY TIPS

- **Be alert** to the play of the children and **within a close distance** to provide help or support.
- **Avoid being too exciting**—we love spontaneous joy in play, but want to support calm and avoid overstimulation.
- **Stay in your assigned area** unless you have been asked by a teacher or if there are no children in your area and see an immediate need arise elsewhere.
- **Keep your area “clean”**—kids are more likely to return to an area and re-engage if it is inviting. Plus it will help reduce chaos and support our end of the day cleaning!!
- **Be aware** of areas that have a **large number of children**. **Use redirection strategies** if needed to balance numbers around the room/park. If possible **let other working parents know** if children are moving out of your area and into another area.
- **Do not be alone** with only one child. This includes diaper changes and potty breaks.
- In Class: **WALKING FEET**. Constant and consistent reminders.
- At the Park: Steer running **games in the same direction** to avoid collisions.
- Children are **NOT allowed to play hiding games** at school.
- At the park: **No playing in the bushes**.
- Keep **conversations** with other parents to a **minimum** and **always keep an eye on the play**.
- **Cell phones** should only be used in **emergency**. (Teachers will carry phone for parents to contact).
- **Dress your child for the changing weather!** We will continue wearing the outerwear sent to school with your child. However, if a child asks to take off coats on a sunny day please send them to **“Ask Teacher X”** We will gladly tow the line or allow coats to be placed on the bench/by the backpack based on specific parental request.
- Be especially **alert at the beginning and end of class** as parents are coming and going—Children may be hyper aware/sensitive to this transition.
- **Children are still under our supervision** until they have been signed out by a parent/caretaker.
- **Follow Teacher’s direction or lead** in the moment. THANK YOU!!
- **ALWAYS ask a Teacher if you need support** in the moment or want to process and/or get feedback about a situation after-the-fact. We all learn through practice!

OUR ANTI-BIAS GOALS

(Identity) Each child will demonstrate self-awareness, confidence, family pride, and positive social/group identities.

(Diversity) Each child will express comfort and joy with human diversity, accurate language for human differences, and deep, caring human connections.

(Justice) Each child will increasingly recognize unfairness (injustice), have language to describe unfairness, and understand that unfairness hurts.

(Activism) Each child will demonstrate a sense of empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions

Derman-Sparks & Edwards (2010)

Lakewood Co-op Preschool is committed to providing an anti-bias environment for children, adults, and families. Lakewood Cooperative Preschool is committed to maintaining a diverse and vibrant membership that reflects the healthy and enriching diversity found in Seattle as a whole. LCP believes that the uniqueness of each family structure, cultural affiliations, religious beliefs, financial situation, and life experiences brings riches to the cooperative as a whole when shared among the membership through in-class and extracurricular activities.

We are dedicated to the following goals in anti-bias education:

1. Nurture each child's construction of a knowledgeable, confident self-concept and group identity. This goal means creating the educational conditions in which all children are able to like who they like without needing to feel superior to anyone else, It also means enabling children to develop bicultural: To be able to effectively interact within their home culture and within the dominant culture.
2. Promote each child's comfortable, empathetic interaction with people from diverse backgrounds. This goal means guiding children's development of the cognitive awareness, emotional disposition, and behavioral skills needed to respectfully and effectively learn about differences, comfortably negotiate and adapt to differences and cognitively understand and emotionally accept the common humanity that all people share.
3. Foster each child's critical thinking about bias. This goal means guiding children's development of the cognitive skills to identify "unfair" and "untrue" images (stereotypes), comments (teasing, name-calling) and behaviors (discrimination) directed at one's own or others' identities (be they gender, race, ethnicity, disability, class, age, weight, etc.) and having the emotional empathy to know that bias hurts.
4. Cultivate each child's ability to stand up for her/himself and for others in the face of bias. This "activism" goal includes helping every child learn and practice a variety of ways to act: (a) when another child acts in a biased manner toward her/him, (b) when a child acts in a biased manner toward another child, (c) when an adult acts in a biased manner. Goal four builds on goal three: Critical thinking and empathy are necessary components of acting for oneself or others in the face of bias.

In addition, it is the desire of Lakewood Co-op that our school reflect the community of the Rainier Valley, and our outreach efforts strive to attain that goal. We ask you to support our goals in the classroom and at home by doing the following:

- Examine your own biases, prejudices, and stereotypes; we all have them. Acknowledge them, then counter them through education, discussion, and personal contact. Discover the similarities; value the differences.
- Use positive language and be accepting of others. Listen to a child's stories about the dad that she has never met. Give an affirming response, such as, "Some kids are just like you, honey, and don't have a dad. Some kids don't have a mom. Everyone's family is a little different." Accepting and celebrating the experiences of all the children is the most important step in the anti-bias curriculum.
- Identify stereotypes you see and hear in the classroom, in public, in print, or in the media. For example, Disney is notorious for its weak and/or evil depiction of women. Counter this with real-life heroines, from the famous (Rosa Parks) to the everyday (Mom!). When reading a holiday book, point out that some families celebrate Solstice, and some celebrate Chanukah, Christmas, or Kwanzaa during mid-winter. When in the dramatic play area, encourage different kinds of family groups in your play (for example, grandmother, uncle, step-parent, or partner).
- Look for prejudice in language and point it out. Substitute unisex job titles for gender-specific ones (for example, mail carrier for mailman, firefighter for fireman, flight attendant for stewardess, etc.) Do not automatically defer to "he" as society has programmed us to do ("Oh, there's a squirrel. I wonder what she is doing...") This tide can be turned, it just takes a very conscious, continual effort.
- Directly address any negative comments children make regarding differences. Explain that these comments hurt feelings. Acknowledge the differences and put them in context. Point out that we are all wonderfully different in many ways (for example, skin color, body size, facial features, family composition, ability, religious beliefs, etc.). Children at this age are noticing differences. Differences are real; it is the values associated with these differences that can be harmful.
- Be aware of the feelings around difference and disability. Many children are afraid or feel pity when they first learn about a new situation. Help children understand that people in other situations experience happiness, sadness, love, creativity, and other emotions just like we do. Help children understand that we can only know what another thinks and feels by getting to know her/him.

By promoting Anti-bias attitudes, we will help create a more harmonious world for all children.

ANTI-BIAS DO'S

1. Do something! Don't ignore what occurred

If it felt wrong or funny, do something about it.
Model speaking up for others.

2. Ask questions to clarify

What happened? What was said? What was each person thinking/wanting/feeling?

3. Respond in some way

Talk with children, talk with Teachers.

4. Answer simply and honestly

If it gave you a bad feeling, say so. You don't need to necessarily explain huge concepts, just speak to this circumstance.

5. Set and reinforce limits

ie. "It's not okay to take things from others," "We don't leave others out," "The toys are for everyone,"...

6. Give comfort and support

Model taking care of one another and moving past others' mistakes; we're all learning here.

7. Follow up

Check in with children to see if solutions worked.
Please share about issues and incidents with the

HEALTH GUIDELINES *cheat sheet*

Keep your child home from preschool if you notice any of the following:

- Fever within the last 24 hours (without medication!), irritability, lethargy, persistent crying, difficulty breathing
- Upper respiratory illness such as bronchitis or influenza
- Gastrointestinal illness (vomiting within last 24 hours, diarrhea)
- Rash
- Bacterial conjunctivitis (pinkeye) and yellow discharge from the eye
- Mouth sores that cause excessive drooling
- Head lice

You should also stay out of the classroom if you are experiencing any of the above symptoms. See more detailed explanation in your Lakewood Handbook.

What to do when...	
I am sick or think I might be soon, and I am scheduled to work in class	Reach out to the scheduled On-Call Parent, asking them to cover for you. Let the Class Chair know, in case there are multiple working parent absences and a bigger plan for substitutes will be needed.
I have a question or concern about something I saw happen in class or something my child told me about their day.	Talk to the Teacher. They want you to understand and feel comfortable with all that is going on in the classroom, and would love to talk with you about anything. Sometimes a brief conversation at drop-off or pickup time may be enough, but oftentimes situations merit further conversation. Everyone brings unique perspectives to the classroom, and all voices are important. Together, you and your child's teacher may choose to schedule more time to discuss an issue, bring the topic to a parent meeting, or bring related questions or issues to the Board.
Big things are happening at home (child behaviors, other circumstances) and I'd like to talk to someone about how this affecting my child and/or my parenting.	Set up some time with your class' Parent Educator. They are here to support you during these important years and can share information with you about your child's development, help to brainstorm solutions and practices for your family, or steer you to other appropriate resources.

LCP EMERGENCY EVACUATION PROCEDURES

Teacher in charge as Incident Commander.

1. Choose an **alarm signal** that is not used for any other purpose that everyone will recognize.
The teacher would announce a need to evacuate and adults would spread the word to children, "It is time to go" and "We need to go now." Adults would move with small groups of students to an appropriate exit.
2. Locate an **assembly point** that is safe, that everyone should know.
Outside at the fence where we normally line up is the initial assembly point.
3. Bring the **class register** to the assembly point and account for all children and adults.
The teacher takes the sign-in sheet and backpack and is the last to exit the building. The Teacher would count/ensure that all are accounted for, then direct the group to move to a more appropriate waiting spot.

SPECIFICS:

1) Where is the meeting point?

For most emergencies, we would meet outside at the fence, where we normally line up. The Teacher would count/ensure that all are accounted for, then direct the group to move to a more appropriate waiting spot, as appropriate. This could be the sidewalk outside of the fence, or even the playground, but would of course depend on the situation, and would not occur until all are accounted for.

(2) Who takes the sign-in sheet?

The teacher takes the sign-in sheet and backpack and is the last to exit the building. Others may work to determine anyone who is missing as they wait at the fence, but ultimately the sign-in sheet will be the best method for accounting for everyone. It is important that adults in the classroom are signed in on this sheet, too.

(3) What alarm is used to alert everyone that an evacuation is occurring?

In the case of a real evacuation, there may be a fire alarm (similar to a home fire alarm) that would beep. Whether this took place or someone identified another need to evacuate, the teacher would announce a need to evacuate and adults would spread the word to children, "It is time to go," "We need to go now." Adults would move with small groups of students to an appropriate exit and meet outside at the fence. The Teacher would stay back to usher out any last people. This should be how each class exits to the park every day (though during a regular class day we stop for shoes and to quiet on the rug in the foyer before proceeding outside).

(4) What procedures would be followed if there were an earthquake?

In the event of an earthquake, instructions would be to duck, cover, and hold. The instruction would be given by the teacher and any other working parent. Adults are encouraged to model for children what to do as they repeat the instructions. For instance, "Come to me here under this (table), cover your head like this, hold the (table) like this...". Emergency supplies are on hand and we would remain on site unless it became necessary to evacuate the building. In this case, the Teacher as Incident Commander would

either go or designate someone to scout an exit route. Teacher would be responsible for shutting off the gas and water lines, or designating another adult to do this.

(5) What procedures would be followed in the event of an intruder?

An intruder in the building could pose a risk to safety in an number of ways. If an intruder were present in the building close to children, they group would gather in the closest room with a door (Art room, kitchen, Teachers’ room, etc.) and a barricade immediately put into place using every moveable piece of furniture. If there were an intruder in another part of the building, the order would be to evacuate the building, much as in other types of emergency. If it becomes known that there is an active chase going on in the area of our school, the group would be directed to proceed to the “Safe Room.” The Safe Room at LCP is a locking meeting room located on the main/Sanctuary level of the building. Doors would be locked, and the group gathered away from the windows for safety, though they are opaque. We would hold the shelter in place until clearance was given by emergency personnel.

(6) Are there children who would need special assistance?

There could be at any time with preschoolers, this would vary day by day. The Teacher would identify any special needs and request another adult’s assistance when necessary (ie. "Can you lift and carry out this child?...")

(7) Should someone in particular be designated to call 9-1-1?

Much as a first responder would direct someone to call 9-1-1 in an emergency, the Teacher would directly assign someone to call 9-1-1. This would be a very direct request to call, what to say, and ensure that the caller knew which phone to use/where our address is posted. In some instances, the Teacher might make the 9-1-1 call.

SAFETY DRILL SKILLS

Parents support children’s safety and learning when they understand and assist with the practice activities listed below. Please help model the practice of these skills!

SKILLS:	WE BUILD THESE WHEN WE PRACTICE:
Respond to a signal	<ul style="list-style-type: none"> *Responding to Circle time song *Responding to Clean up song *Stop and listen at the chime/frog/cricket sound *“May I have your attention please?” *“Hey Dragonflies/ Crickets/Bumblebees!...Hello!” call and response at the corner before crossing.
Quiet listening	<ul style="list-style-type: none"> *Learning the language of, "Eyes watching, ears listening, voices quiet, bodies calm." *Listening to adults and other children in a variety of contexts
Follow directions	<ul style="list-style-type: none"> *Participating in classroom transition routines *Playing games *Completing projects
Stick together in a group	<ul style="list-style-type: none"> *Walking to/from the park together *Sitting at the circle together *Maintaining shared boundaries and group awareness when dancing/moving/playing in class or at the playground
Skip a routine – “Go now!”	<ul style="list-style-type: none"> *Learning what a routine is, following a regular classroom schedule *Being aware when they are asked to be flexible and do something differently

SONGS

The More We Get Together

The more we get together, together, together
The more we get together, the happier we'll be
'Cause your friends are my friends
And my friends are your friends
The more we get together, the happier we'll be!

Open, Shut Them

Open, shut them
Open, shut them
Give a little clap, clap, clap
Open, shut them
Open, shut them
Lay them in your lap, lap, lap
Creep them, crawl them
Creep them, crawl them
Right up to your chin, chin, chin
Open wide
Your little mouth
But - Do not let them in!

Little Red Wagon

Bumping up and down in my little red wagon
Bumping up and down in my little red wagon
Bumping up and down in my little red wagon
Stop!....I think I'll paint it (x)

The Itsy Bitsy Spider

The itsy bitsy spider went up the water spout
Down came the rain and washed the spider out
Out came the sun and dried up all the rain
And the itsy bitsy spider went up the spout again
*(Repeat with different types of spiders
And different singing voices)*

I'm a Little Teapot

I'm a little teapot
Short and stout
Here is my handle
Here is my spout
When I get all steamed up, hear me shout
Tip me over and pour me out

The Wheels on the Bus

The wheels on the bus go round and round
Round and round
Round and round
The wheels on the bus go round and round

All through the town

(Repeat with other parts or riders - serious or silly!)

Happy and You Know it

If you're happy and you know it:

Clap your hands

If you're happy and you know it

Clap your hands

If you're happy and you know it

And you really want to show it

If you're happy and you know it

Clap your hands

(Repeat with other actions: stomp

your feet, turn around, shout hooray, etc.)

A-Ram Sam Sam

A-ram sam sam

A-ram sam sam

Goolie, goolie, goolie, goolie, goolie

Ram sam sam

A-raffi

A-raffi

Goolie, goolie, goolie, goolie, goolie

Ram sam sam

Bumblebees Clean-up Song

Clean it up (clap, clap)

Clean it up (clap, clap)

You can make it fun to do

And your friends can help you, too

Clean it up (clap, clap)

Clean it up (clap, clap)

And put it away, put it away

Put your things away

If all of the Raindrops

If all the raindrops were lemon drops and gumdrops?

Oh what a rain that would be.

I'd stand outside with my mouth open wide.

Ahh-ahh-ahh-ahh-ahh-ahh-ahh-ahh-ahh

If all the snowflakes were chocolate bars and milkshakes?

Oh what a snow that would be.

CHORUS

If all the sun beams were lemonade and ice cream?

Oh what a sun that would be.

CHORUS

Four Hugs A Day

Nobody gets enough hugs a day
'Cause the minimum number is four
Now if you haven't got Four Hugs today
Then you better get some more.

CHORUS

*Four Hugs a day, that's the minimum
Four Hugs a day, not the maximum. (Twice)*

Step One, look them right in the eye
Step Two, nose to nose
Step Three, reach your arms
Step Four, you can't do any harm with...
CHORUS

Fire Truck! By Ivan Ulz

Fire truck, fire truck

I wanna ride on a fire truck x2

I wanna sleep in the fire station

Wake me up when the fire bell rings

I'm gonna put on my hat, put on my coat

put on my boots

I'm going to slide down the pole

wheee!

then I'm going to get into my

Fire truck, fire truck

I wanna ride on a fire truck

I have a hook and ladder

a hook and ladder

I climb that ladder

and I hold on tight

I'm gonna get out the hose

and I'm gonna

shoot that water

shoot that water

I'm gonna shoot that water

from the hose on my

Fire truck, fire truck

I wanna ride on a fire truck

When that fire truck comes near

people put their hands over their ears

Fire truck, fire truck

I wanna ride on a fire truck

When that fire is all put out

I'm gonna jump in my fire truck

and turn it around

I'm going back to the fire station

I'm going to have a hot, hot bath

and eat a hot, hot dinner

and cold, cold ice cream

and then I'm going to jump into my bed

and dream about my

Fire truck, fire truck

I wanna ride on a fire truck x2

Parts of Trees Song

(Tune of Head, Shoulders, Knees, and Toes)

Roots, trunks, branches, leaves,

Roots, trunks, branches, leaves,

Buds, and fruits, and flowers in the breeze,

Those are the parts of trees!

People in our Neighborhood by Ronno

By what I do I give something to you.

By what you do you give something to me.

A worker is a helper to the whole community.

It takes people working hard.

It takes people smart.

It takes people who have spirit.

It takes people who have people who have heart.

It takes all kind of people in our neighborhood

It takes community workers and helpers doing good.

It's Raining, It's Pouring

It's raining. It's pouring.

The [Crickets] are snoring.

Dreams in your head.

Get out of bed.

It's time for school in the morning.

**It's snowing, It's freezing*

The [Crickets] are all sneezing . . .

Cricket Park Song

When we go to the park I know what to do.

I am safe and my friends are, too.

I put on my coat and zip it up snug.

I show I am ready and sit on the rug.

We wait for our friends & sing a song.

Everyone listens so it won't take long.

Teacher Marita opens the door.

We touch the fence with feet on the floor.

Count each Cricket—1, 2, 3 . . .

Ask a friend to hold hands with me.

Walk to the corner on my own two feet.

Check for cars before crossing the street.

We stop at our Meeting Spot—It won't be long.

We know we are ready when we sing this song:

"When we go to the park I know what to do.

I am safe and my friends are, too.

I am ready to run.

I am ready to play.

Crickets are ready for the park today

RECIPES

Cooked Play Dough

3 cups flour

1 ½ cups salt

2 Tablespoons cream of tartar

3 Tablespoons oil

3 cups water

Pour all ingredients into a large pot. Stir constantly over medium heat until a ball forms by pulling away from the sides. Remove the dough and knead until the texture reaches a good texture (usually takes 1-2 minutes). Store in an airtight container.

Oobleck

Oobleck is a non-Newtonian fluid, meaning it has properties of both liquids and solids. It is fun to play with - part sensory experience and part science experiment. The name oobleck comes from the Dr. Seuss book, "Bartholomew and the Oobleck." In the story, oobleck fell from the sky and wreaked havoc in the kingdom.

1 part water

1 ½ -2 parts cornstarch

Start with the water in a bowl or container and add the cornstarch a bit at a time. Continue adding until it has a fun consistency - you should be able to squeeze some of it into a ball, but when you stop squeezing it will drip from your hand. There is no one "right" consistency, though, consider it an exploration.

Snow Puffy Paint (air dries)

Combine 1/2 cup white glue with 1/2 cup of shaving cream in a bowl and mix together until it looks like thick, whipping cream.

Sprinkle over lots of silver glitter and stir through. Done!