

# LAKE WASHINGTON PARENT/TODDLER GROUP



## PARENT HANDBOOK

2009-2010

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## **WELCOME!**

Welcome to Lake Washington Parent/Toddler Group. We are a parent education program affiliated with Lake Washington Technical College. As a member of the technical college program we are able to hire certified teachers, keep our fees affordable, and offer you community college credit. It is our mission to provide an environment where children and parents learn together. To meet this goal our Board of Directors strives to provide activities for parents and for families to learn and play outside of class. A Parent Coordinator represents each class on the board. This person brings your concerns, comments, and questions to each board meeting and will bring back any information you need to stay informed about the toddler group. You are welcome to attend the board meetings, which occur the first Monday of the month at 7:30pm.

Lake Washington Toddler Group admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities of the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship or other school-administered programs.

The following are the specific goals of the Lake Washington Toddler Group as set forth by the teachers and Board of Directors.

### **PARENT/TODDLER PROGRAM GOALS:**

- To provide an environment where parents and small children are able to learn together.
- To share knowledge and understanding of children and families.
- To experience creative activities such as art, music and finger plays to share with your child.
- To provide periodic evening sessions for the discussion of parenting issues.
- To provide a setting where children are exposed to a variety of play and learning experiences.

*We hope you and your child have an exciting and educational year!*

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## GENERAL INFORMATION

### ATTENDANCE POLICY

Parent Education classes offered by Technical Colleges are funded on the basis of attendance. Attendance is required at weekly class sessions and scheduled evening sessions. Parent/Toddler classes are held weekdays, with parent education speakers and educational sessions being offered two evenings per quarter. You are required to attend two speakers or educational sessions a quarter and one other family event a quarter, for a total of nine events per year, minimum.

Spouses, Grandparents and other adults are welcome to the classroom as guests, however, due to Washington State guidelines, children who are not enrolled in a LWTG class cannot attend.

### ATTENDANCE WITH NEWBORNS

Newborns may attend non-sibling classes with the enrolled parent & toddler until the newborn reaches three months of age. For safety and insurance reasons, the infant must be worn in a front pack or back pack; he/she cannot be on the floor, in a car seat or in a stroller. Parents of newborns are still expected to participate fully in class activities with their toddler.

### EMERGENCY PHONE

There is an emergency telephone in classroom. The number is 425-823-2666. Please remember that this phone is for emergency use only. The phone number is unlisted, but it may be given to schools, babysitters or others who may need to contact you in an emergency situation. Please use your discretion regarding the distribution of the number. Toddler Group would prefer if Teachers or Parent Coordinators are the primary persons to answer the phone.

### ILLNESS POLICY

Although attendance is an important consideration in participating in Toddler Group, another important consideration is the health of the children and parents in the group. If you or your child is ill, please stay home and take care of yourself. Be sure and call your Parent Coordinator to let them know you will miss class. Please be alert to the following symptoms signifying illness in your child and be aware that if your child displays any of these symptoms you may be asked to leave class:

- A runny nose with colored mucus
- Persistent sneezing or coughing
- Diarrhea and/or Vomiting
- Fever of 101 degrees or higher
- Sore throat or swollen glands in the neck
- Pink Eye or thick mucus or pus draining from eye
- Lethargy or other behavior signifying illness
- Lice/Scabies

If your child has a physician's verbal consent to be around other children and/or is on medication, please inform your teacher. Children under a physician's supervision may be asked to provide a medical release in order to attend toddler group.

## **SNOW POLICY**

Toddler Group will follow Lake Washington School District with respect to snow closures. If the school district cancels or delays classes, Toddler Group will be canceled. Your instructor will let you know.

## **FEES**

Upon registering for a class, a registration fee is collected to reserve a spot in our program. This fee is non-refundable. This fee covers the "cost" to Lake Washington Technical College and insurance. Parents of twins are required to pay one and a half registration fees, unless enrolling in a family class. We request that tuition for all three quarters be paid at orientation, at a 5% discount. However, those who need to pay quarterly may do so by depositing their tuition in the payment box located in the library on or before the date that it is due. Tuition that is received late is subject to a late fee. If you know that you will be out of town or miss class, it is your responsibility to mail your tuition to the treasurer:

Lake Washington Toddler Group  
12057 124<sup>th</sup> Ave. NE  
Kirkland, WA 98034  
Attn: Treasurer

Alternatively, you can pay for tuition online using a credit card, debit card, or PayPal account at <http://www.lwtg.net/parents.htm>

Tuition fees are LWTG's working money to purchase classroom supplies, books and toys. They are also used to sponsor speakers and events and other operating expenses.

Parents withdrawing before the start of the quarter or after attending their first class will receive a full tuition refund. Parents withdrawing during the first four weeks of class will receive one half of the quarter's tuition. Parents withdrawing after the first four weeks of classes will not receive a tuition refund. The final decision to award a refund is made by the President after consultation with the Teacher and the Registrar.

## **SCHOLARSHIPS**

Scholarships are available on a limited basis. Please contact your Teacher or Parent Coordinator for guidelines.

## **ROOM CLEANING RESPONSIBILITY**

It is the responsibility of all parents to see that equipment is properly put away, tables and counters are clean, and the floor is vacuumed after their class is over. All parents must also participate in at least one room cleaning session per year. These will be regularly scheduled throughout the school year.

## **SNACKS AND LUNCHES**

Parents are required to provide a nutritious snack and drink for the class two or three times a year (napkins and cups are provided). Sweet snacks should be limited to birthday and special occasions. To avoid possible allergic reactions, please do not provide snacks that have nuts or peanut oil in them. If your child has allergies, notify your instructor and other parents. If severe, you may need to provide a special snack for your child. Parents are responsible for cleaning their own eating area after snack or lunch.

## **THE PARENT/TODDLER BOARD**

Lake Washington Toddler Group has a parent Board of Directors consisting of: President, Vice President/Registrar, Secretary, Treasurer, Librarian, Purchaser, Public Relations Chairperson, Webmaster and a Parent Coordinator from each class (13).

The Board of Directors is responsible for managing daily operations, as well as establishing policies and procedures. The board determines tuition and other program fees. It also makes decisions on what equipment and supplies will be purchased with the class tuition & fundraising proceeds, topics for the evening parent education sessions, speakers, and organizing fundraisers. Board members may also represent the group at community functions.

The Board of Directors for the 2009-2010 School Year are:

President	Jennifer Gardner
Registrar	Amy Watts
Secretary	Jessica Booth
Treasurer	Merilee Vanderwaal
Purchaser	Dayna Hall
Librarian	Maureen Lucido
Publicity	Heather Berkeley
Webmaster	Susan Davis

## **TEACHERS**

The teachers are employed and supervised by Lake Washington Technical College. They are responsible for managing the daily curriculum in their classes. The teachers act in an advisory capacity to the board and do not vote at the meetings.

The Teachers for the 2009-2010 School Year are:

Susy Robinson	Monday morning classes
Paula Anderson	Monday afternoon and evening classes
Amy Lanum	Wednesday classes
Becky Kimmel	Thursday classes
Kris Anderson	Tuesday and Friday classes

## **LIBRARY**

A parent lending library, which includes parent education books and tapes, and children's books and tapes, is available to parents. The check out procedure is as follows:

1. Pull the checkout card from the book you wish to borrow. On the card, fill out all requested information. (If you happen to find a book without one of these cards, please get one out of the blue library checkout box).
2. File the filled-out card in the slot for your class (organized by day and time) in the blue library checkout box located on a library bookshelf.
3. When you return your book, please place your books in the blue Rubbermaid "return box" located in the library.
4. Please keep in mind that materials are due two weeks from the time you borrow them. Expect a call from the Librarian if materials are not returned on time.

## **ROLE OF THE PARENT**

Parents are the enrolled students in the Parent/Toddler class. All parents contribute as members of a cooperative group, as students of parent education, and as parent-teachers.

As members of a cooperative group, parents have an important voice in the administration of the group and are encouraged to serve on the board or communicate wishes and needs to those parents serving on the board.

As a student of parent education, parents learn through supportive contact with other parents, working with children in the classroom, participating in class discussions and attending evening sessions. Serving on the parent board may also develop leadership and management skills.

As a parent-teacher, parents have an opportunity to observe, and then try practical techniques for working with young children.

Responsibilities include:

- Participating in class discussions and attending evening sessions
- Using parent/child communication and management skills when working with children in class.
- Accompanying your child to class one day per week.
- Taking care of any personal needs your child may have during the class session.
- Observing the children as they participate in class, learning to become sensitive to when behavior may be ignored and when there is a need for redirection or removal. No forms of corporal punishment may be used at LWTG by parents attending the cooperative program with their own children or other children.
- Intervening if an accident seems imminent or a child's rights are about to be infringed upon. If a child's parent is nearby, please make the parent aware of situation.
- Providing a snack for the children when scheduled.
- Helping clean and vacuum the classroom at the end of each class session.
- Participating in room cleaning and fund raising projects.

## **HOME BUSINESS AT LAKE WASHINGTON TODDLER GROUP**

We ask that co-op members do not conduct any type of home business during toddler group class times. This distracts from the main purpose we have as a parent education program – having uninterrupted time with your toddler and attending parent education

circle time. You may hang brochures or business cards on the bulletin board in the back room and if given permission by the parents conduct business after class. Also please do not use any parent's email for home business unless that parent has given you permission.

## **CELL PHONE USAGE**

We ask that cell phones be silenced during class time. We understand there may be situations where parents need to use their phone and in that case please talk in the library area.

## **WHO TO CONTACT WITH THE FOLLOWING CONCERNS**

- Class fees – Treasurer
- Curriculum, parent education suggestions – Teacher
- Business concerns – President
- Family concerns – Teacher
- Book Returns and Donations – Librarian
- Withdrawal from Program – Parent Coordinator, Teacher, Registrar
- Absence from class – Parent Coordinator or Teacher

## **CLASS CONTENT**

Lake Washington Parent/Toddler Group serves children ages 6 to 39 months (as of August 31<sup>st</sup>) and their parents. Guests are welcome to visit weekly class and evening sessions, unless announced otherwise. Activities are specifically designed to enhance the development and enjoyment of parents and young children by focusing on:

- Parent discussion.
- Children's play with parent observation and participation.
- Art and other activities in which parents assist their children.
- Group time in which all parents and children participate in snack or lunch, music, movement, and stories.

## **PARENT EDUCATION DISCUSSION**

The Parent Education Curriculum includes a broad range of topics such as limit setting, safety, nutrition, and family communication. Parents are encouraged to suggest subjects they would like to discuss. A portion of the discussion curriculum is devoted to "suggestion circles" in which individual concerns may be raised.

Usually, half of the parents participate in discussion while the other half are participating in children's activities in an adjacent play area. Topics are repeated so that all parents have an opportunity to discuss every other week.

Ground rules for discussion are:

- Children are encouraged to remain outside the parent discussion area. If they have a difficult time separating, they may sit on their parent's lap. Toys are discouraged in the discussion area.
- Everyone present is encouraged to participate, but has the right to pass.

- All opinions are respected.
- All discussion is confidential.
- Only positive comments about children are allowed while they are in hearing range.

## **TODDLER OBSERVATION TIPS**

Parents may assist their child's successful play by observing the following:

- Be alert to all children at all times and do not hesitate to intervene in a positive way with any child who needs assistance.
- Keep adult conversation to a reasonable minimum. When talking to other adults, keep voices quiet.
- When speaking to children, use a calm, friendly voice and get down to the child's level. Remember, toddlers bond primarily with their mothers and may not respond in a social way to other adults in the classroom.
- Cross the room to a child when you want his attention.
- Protect property rights. A child playing with a toy has a right to that toy until they leave. Try to see that each child has a turn, but be ready with alternatives.
- Show children how to use equipment in the proper way and prevent misuse or reckless behavior. The climbing apparatus, rice, water and sensory tables must be closely monitored.
- At cleanup time, be a model for proper cleaning habits and encourage children to help.
- In art, do only what young children would naturally do. Brush a stroke or two and comment on color. Roll, squeeze, or pound play dough.
- Do not ask a child to identify what he is doing or say what he is making. Their satisfaction is in experimenting with the materials in their own way. Messiness in itself is a valuable experience.
- Be alert for signs of illness, fatigue, or over stimulation.

## **TODDLER ART**

Art activities allow toddlers to explore a variety of materials; freely express feelings; discover texture, color, size, and shape; create something totally unique; release tension; feel confident and independent; and develop large and small muscles. When young children create art they do so with all of their senses. They become absorbed in the **process** of the activity and are not interested in the final product.

When talking to children about art, adults should follow the child's lead. Since young children are not concerned with the product of their work, they should not be expected to explain what their picture is but just be encouraged to talk about any aspect of their work. When adults ask children what they like best about a creation, they are helping a child build self-esteem. Another esteem building comment would be a positive evaluation of a child's behavior such as "I like the way you put the paste brush back in the paste." In addition, when adults make factual comments such as how bright or dark a color is, they help children build concepts.

Art activities in the toddler classroom:

- Are simple projects that are **process, not product** oriented.

- Require parents' supervision and verbal response but as little intervention as possible (although sometimes parents may model doing the project for their own fun).
- Can be messy (dress accordingly).
- May not appeal to all toddlers at their stage of development or interest and should be encouraged, but not forced, if the toddler is unwilling.

### **GROUP TIME – MUSIC, MOVEMENT AND STORIES**

In the toddler classroom, group time is a fun opportunity for all parents and children to learn songs, finger plays, and stories together. The way children respond to group time may vary with each individual child and from session to session. Group time requires careful attention from young children and is usually kept short. Parents may stimulate interest by modeling participation. Children should be encouraged to participate but are not required to. Those who do not wish to participate may observe from afar. Often they will be listening more than they appear to be, and will sing songs later at home!

Group time in the toddler classroom:

- Develop a sense of community through a group experience.
- Develop small motor skills through finger plays.
- Develop large motor skills through jumping and moving to music.
- Develop auditory memory, which aids language by singing simple songs.
- Increases attention and develops the skill of following directions.
- Stimulates imagination and creative expression through movement.
- Develop joy in the written work through stories.
- Acquaints parents with songs, finger plays, and stories.

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## When I Play I Am Learning:

When I **paint at the easel** I am learning...

- ♥ To develop my imagination and creativity.
- ♥ Eye-hand Coordination, helpful for learning to write.
- ♥ The names of colors and how to make new colors.
- ♥ To distinguish shapes, and purposely create shapes.
- ♥ To notice patterns from background, necessary for learning to read.
- ♥ To express my feelings and ideas.
- ♥ That my ideas have value.
- ♥ Relationships of space and size, necessary for mathematics.
- ♥ Concepts of symmetry, balance and design.

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 a substance remains the same, even when the shape changes.

When I **play with water** I am learning...

- ♥ That some things sink and some things float.
- ♥ To observe changes as water takes different forms 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 negotiating 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 when others are talking.
- ♥ 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 help plan what we will do and what items we will need to do it.

Reprinted from [When I Play I Am Learning](#), written by K. Miller, Children's world Natl. Dir. Of Education.

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## FUN WITH TODDLERS

### CRAFT RECIPES

**PASTE:** Add cold water to ½ cup of flour until it is thick as cream. Simmer and stir on medium heat for 5 minutes. You may add mint extract for fragrance or food coloring for added color for collage. Refrigerate.

**FINGER PAINT:** Add 1-cup cold water to 3 cups Ivory Soap Flakes and mix to make a smooth paste. Add 1-cup liquid starch and food coloring. Refrigerate.

**RAINBOW CRAYONS:** Peel old crayons and place in muffin tins (you may want to spray with cooking spray). Melt in the oven at a low temperature. Let stand until solid and pop them out. You may also melt crayons then pour into empty film canisters.

**COLORED PASTA:** Mix 1-2 tablespoons rubbing alcohol and food coloring. Stir in 2 cups pasta until uniformly colored. Lay out on paper towels to dry. String or use for collage.

**PLAYDOUGH:**

<b>No cook:</b>	
1 cup white flour	½ cup salt
2 Tbs. Vegetable oil	1 tsp. Alum

Mix all ingredients; add a small amount of water at a time until consistency of bread dough (not more than ½ cup). Add food coloring. Store in an airtight container.

<b>Stove top:</b>	
1 cup white flour	1 cup water
½ cup salt	2 tsp. Food coloring
2 Tbs. Cream of tarter	1 Tbs. Oil

Mix flour, salt, and cream of tarter. Combine and add remaining ingredients. Cook and stir over medium heat about 3-5 minutes. It will look like a globby mess and you'll be sure it's not turning out...but it will. When it forms a ball in the center of the pot turn out on a lightly floured surface and knead. Store in an airtight container.

**OVERNIGHT DRYING ORNAMENT DOUGH:** Mix 2 cups salt and 2 cups water. Stir and boil. Add 1-cup cornstarch and ½ cup cold water. Stir, if it doesn't get thick, set back on the stove. Use extra cornstarch on table and rolling pin. Roll out and cut with cookie cutters. Use straw for making hole at top for hanging. Dry and decorate.

**UBLICK:** Mix 1-cup cornstarch and ½ cup water. Add food coloring.

<b>GACK:</b>	1 cup water	1 cup Elmer glue
	½ teaspoon borax, powdered	food coloring

Mix ½ cup water with glue and color. Mix ½ cup water with borax. Slowly pour borax mixture into glue mixture stirring constantly. Store in airtight plastic bag. Will melt in sunlight.

#### **CINNAMON ORNAMENTS:**

Mix 4 oz. Jar of cinnamon and ½ cup applesauce. Knead until soft dough consistency, add more cinnamon or applesauce as needed. Roll out (cinnamon container works well for rolling) and cut with cookie cutters. Let dry about a week or bake in very low oven till dry.

### **FOOD RECIPES**

#### **OATMEAL CRACKERS:**

3 Cups oatmeal	3 tsp. Sugar
1 cup wheat germ	¾ cup oil
2 cups flour	1-cup water

Combine ingredients and roll onto two cookie sheets. Cut into squares. Bake 30 minutes at 300F or until crisp. Be sure to roll thin and bake well.

#### **BANANA BREAD STICKS:**

¼ cup brown sugar	1 ¾ cup flour (white or wheat)
½ cup oil	2 tsp. Baking powder
2 eggs	½ tsp. Baking soda
1 cup mashed bananas	

Combine ingredients and stir only until smooth. Pour into greased loaf pan. Bake about 1 hour or until firmly set at 300F. Cool; remove from pan and cut into sticks. Spread out on a cookie sheet and bake at 150F for 1 hour or until they are hard and crunchy. Store in a tightly covered container.

#### **YOGURT MILKSHAKE:**

1 cup plain yogurt	1 ripe banana
1 cup orange juice	

Combine ingredients in blender and blend until smooth.

#### **YOGURT POPSICLES:**

1 cup strawberry yogurt	2 cups orange juice
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Combine ingredients and pour into Popsicle mold. Freeze.

### **MOCK ORANGE JULIUS**

2 tbs. powdered milk  
4 tbs. Orange juice concentrate

1 – 1 ½ cups water

Blend all ingredients until smooth. Drink chilled or make into popsicles.

### **PETER RABBIT DIP:**

16 oz. Cottage cheese

½ pkg. Hidden valley ranch dressing

Puree cottage cheese. Mix with dressing and serve as dip with raw vegetables.

## SONGS

### The More We Get Together

The more we get together, together,  
together;  
The more we get together, the happier  
we'll be.

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

### Clap Your Hands

Clap, clap, clap your hands,

Clap your hands together.  
Clap, clap, clap your hands,  
Clap your hands together.

2. Stamp, stamp, and stamp your feet...
3. Nod, nod, and nod your head...
4. Stretch, stretch stretch up high...
5. Blink, blink, and blink your eyes...
6. Wiggle, wiggle, and wiggle your fingers...

### Snowman

(Tune: I'm a Little Teapot)

I'm a little snowman short and fat.  
Here is my broomstick, here is my hat.  
When I get all warmed up I will melt.  
Down, down, down, down, down  
Oh-oo, I'm a puddle.

### Little Blackbirds

(Tune: Twinkle, Twinkle, Little Star)

Two little blackbirds sitting on a hill.  
One named Jack, and the other named Jill.  
Fly away, Jack.  
Fly away, Jill.  
Come back, Jack.  
Come back, Jill.

### Head and Shoulders, Knees and Toes

Head and shoulders, knees and toes,  
knees and toes.  
Head and shoulders, knees and toes,  
knees and toes.  
Eyes and ears and mouth and nose.  
Head and shoulders, knees and toes,  
knees and toes.

### The Noble Duke of York

(Tune: Farmer in the Dell)

The Noble Duke of York, he had ten  
thousand men.  
He marched them up to the top of the  
hill and marched down again.

Cause when you're up, you're up and  
when you're down, you're down.  
And when you're only halfway up, you're  
neither up nor down.

### Open- Shut Them

Open – shut them.  
Open – shut them.  
Give a little clap.  
Open – shut them.  
Open – shut them.  
Lay them in your lap.

### Hello Everybody

Hello everybody, yes indeed, yes  
indeed, yes indeed.  
Let's make music, yes indeed, yes  
indeed, my darling.

### Ring Around the Rosy

Ring around the rosy, pocket full of  
posies  
Ashes, ashes, we all fall down.

Cows are in the meadow, eating  
buttercups.  
Thunder! Lightning! We all jump up

### **Jack in the Box**

Jack in the box so quiet and still.  
Will you jump up?  
Yes, I will!

### **This is the Way the Babies Ride**

This is the way the babies ride, the  
babies ride, the babies ride.  
This is the way the babies ride on the  
way to town.

2. This is the way the children  
ride...
3. This is the way the parents  
ride...

### **The Itsy Bitsy Spider**

The itsy bitsy spider climbed up the  
waterspout.  
Down came the rain and washed the  
spider out.  
Out came the sun and dried up all the  
rain, and the itsy, bitsy spider climbed  
up the spout again.

### **Janie Pounds with One Hammer**

Janie pounds with one hammer, one  
hammer, one hammer.  
Janie pounds with one hammer all day  
long.

2. two hammers, two hammers...
3. three hammers, three  
hammers...

### **If You're 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 then  
your face will surely show it.  
If you're happy and you know it clap  
your hands.

2. mad and you know it, stomp your  
feet.
3. sad and you know it, shed a tear
4. sleepy and you know it, close your  
eyes
5. happy and you know it, whisper 'I  
am'

### **Roll Over**

There were five in the bed and the little  
one said: Roll over, roll over.  
So they all rolled over and one fell out.  
There were four in the bed and the little  
one said: Roll over, roll over.  
So they all rolled over and one fell out.  
There were three in the bed and the little  
one said: Roll over, roll over.  
So they all rolled over and one fell out.  
There were two in the bed and the little  
one said: Roll over, roll over.  
So they all rolled over and one fell out.  
There were two in the bed and the little  
one said:  
Roll over, roll over.  
So they all rolled over and one fell out.  
There was one in the bed and the little  
one said:  
Roll over, roll over.  
GOOD NIGHT!

### **10 Little Fingers**

1 little, 2 little, 3 little fingers  
4 little, 5 little, 6 little fingers  
7 little, 8 little, 9 little fingers  
10 fingers on my hands.

### **Teddy Bear**

Teddy bear, teddy bear turn around.  
Teddy bear, teddy bear touch the  
ground.  
Teddy bear, teddy bear show your  
shoes.  
Teddy bear, teddy bear that will do.

Teddy bear, teddy bear go up stairs.  
Teddy bear, teddy bear brush your hair.  
Teddy bear, teddy bear turn out the  
light.  
Teddy bear, teddy bear say good night.

### **Up So High**

Up, up, up so high.  
Down, down, down so low.  
Raise your colors high.  
One, two, three and let them fly.  
One, two, three.

### **Little Red Caboose**

Little red caboose, chug, chug, chug.  
Little red caboose, chug, chug, chug.  
Little red caboose behind the train, train,  
train, train.  
Smoke stack on his back, back, back,  
back.  
Coming down the track, track, track,  
track.  
Little red caboose behind the train.  
Whoooo, whoooo!

### **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.

2. The people on the bus go up and  
down...
3. The babies on the bus go wah, wah,  
wah..
4. the daddies on the bus go read,  
read, read
5. the wipers on the bus go swish,  
swish, swish
6. The doors on the bus go open and  
shut..
7. the money on the bus goes clink,  
clink, clink

### **Speckled Frogs.**

Three little speckled frogs.  
Sitting on a speckled log.  
Eating their most delicious bugs.  
Yum, yum!  
One jumped into the pool.  
Where it was nice and cool.  
Now there are two speckled frogs.

2. Two little speckled frogs...
3. One little speckled frog...

### **Little Turtle**

There was a little turtle; he lived in a  
box.  
He swam in the water; he climbed on  
the rocks.

He snapped at a mosquito, he snapped  
at a flea.  
He snapped a minnow, and he snapped  
at me.  
He caught the mosquito, he caught the  
flea.  
He caught the minnow, but he didn't  
catch me.

### **Here is a Bunny**

Here is a bunny with ears so funny.  
And here is his hole in the ground.  
When a sound he hears, he picks up his  
ears.  
And jumps in his hole in the ground.

### **Here is a Beehive**

Here is a beehive but where are the  
bees?  
Hidden away where nobody sees.  
Soon they come creeping out of their  
hive.  
1 2 3 4 5 BZZZZZZZZZZZZ and home  
again.

### **Grandma's Glasses**

Here are grandma's glasses.  
Here is grandma's hat.  
This is the way she folds her hands,  
And lays them in her lap.

Here are grandpa's glasses.  
Here is grandpa's hat.  
This is the way he folds his hands,  
And lays them in his lap.

### **Little Red Wagon**

Bumpin' up and down in my little red  
wagon.  
Bumpin' up and down in my little red  
wagon.  
Bumpin' up and down in my little red  
wagon.  
Won't you be my darling?

2. one wheel's off and the axle's  
broken
3. (child's name) gonna fix it with her  
hammer

### **Shake My Sillies Out**

I'm gonna shake, shake, shake my sillies out,  
Shake, shake, shake my sillies out,  
Shake, shake, shake my sillies out,  
And wiggle my waggles away.

2. clap, clap, clap my crazies out..
3. jump, jump, jump my jiggles out..

### **Drive the Fire truck**

Hurry, hurry, drive the fire truck.  
Hurry, hurry, drive the fire truck.  
Hurry, hurry, drive the fire truck.  
Ding, ding, ding, ding, ding.

2. hurry, hurry, turn the corner
3. hurry, hurry, climb the ladder
4. hurry, hurry, squirt the water

It's all right the fire's out now.  
Firefighter's go to the station.  
Tired firefighters go to sleep now.  
Ding, ding, ding, ding, ding.

Hurry, hurry, drive the fire truck.  
Hurry, hurry, drive the fire truck.  
Hurry, hurry, drive the fire truck.  
Ding, ding, ding, ding, ding.

### **Zoom Down the Freeway**

Zoom down the freeway  
Zoom down the freeway.  
Zoom down the freeway.  
Stop!

Up goes the bridge.  
Under go the boats.  
Down goes the bridge.

Zoom down the freeway.  
Zoom down the freeway.  
Zoom down the freeway.  
Stop!

### **Riding a Pony**

Riding a pony downtown  
You'd better watch out  
Or you might fall down.

### **Jig Along Home**

Toddler Group is over  
And we had lots of fun.  
Now it's time to say 'Good-bye',  
Good-bye to everyone.

Jig, Jig, Jig, Jig Jig Along Home  
Jig, Jig, Jig, Jig Jig Along Home  
Gather our things and wave bye-bye  
Jig, Jig, Jig Along Home

