



Kensington Nursery School Parent-Teacher Handbook

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KNS Parent-Teacher Handbook

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Introduction

The presence of parent-teachers is a vital part of the Kensington Nursery School morning program. Parent-teachers compliment the work of the teaching staff by bringing special interests and talents to the program. The children of KNS benefit from the low ratios and the wonderful sense of caring that comes from interactions with our parent community. The decision to be involved in participation is a rewarding experience for parents and children.

Please familiarize yourself with the information provided in this handbook. During the beginning of the school year, the handbook can be used as a “how to” manual. Later in the year, the handbook serves as a quick reference to remind you of guidelines and procedures. Meetings will supplement this handbook. The most valuable learning tool is your own experience, observation, and conversation with other parents and staff. The KNS director and staff welcome your ideas, concerns, and questions.

Resources are available to support you in participating throughout the school year. A curriculum calendar is posted on the staff bulletin board in the loft room listing our activity themes for the year. KNS also has a great collection of books with ideas about projects, activities, games and education located in the Staff Lounge. You are welcome to borrow them. At the end of this handbook is a list of projects and games that have been successful in the past.

Participating is more than just the projects you plan. You are at school to help children explore and learn. You enrich their KNS experience with your unique talents and abilities. The commitment of parent-teachers has been a huge part of our success over the past six decades. Our teachers depend on you, our program needs you to run efficiently, and our children look forward to your presence.

Enjoy your morning with the children!

Parent-Teacher Job Description

Arrive *promptly* at 8:30 AM on your participation day and sign in. Sign your child in at the time you arrived as well. You will not be charged drop-in fees (applies to families who are not full time).

Check the Parents' Message Book for notes from parents regarding their children that day.

Prepare your activity for the children from 8:30 AM to 8:45 AM

Supervise and interact with children from 8:45 AM to 12:00 noon

Lead activities in the following areas: Art, Loft, Music & Movement, Science, and Block, Nap & Imagination Room. Parents are assigned to a specific area each month and prepare a project for that area from 9:15 AM to 10:00 AM. The following month you will rotate to the next activity area.

Receive a tuition credit of \$35.00 per day

Arrange for a substitute when unable to work on scheduled day.

KNS encourages parent-teachers to fill a **full** slot (*e.g., work the same day every week*). Occasionally two parents may share a slot (*e.g., work the same day every other week*). The Director makes the monthly schedule available a week before the first of the month begins.

Parent-teachers are committed to a schedule for the school year, from the beginning of **September through the end of May.**

If you need to change your schedule or stop participating, you are required to give the school 30 days written notice in three copies: one to the Parent-Teacher Director, one to the Director, and one to the Administrative Coordinator. KNS may ask you to leave the parent-teacher program if you are not fulfilling your responsibilities as a Parent-Teacher.

Licensing does not allow any children other than those enrolled to attend KNS while parent-teaching. That means you may not bring any older/younger un-enrolled siblings when teaching.

Parent-Teacher Criteria and Guidelines

If you remember the following, you will have a
perfect parent-teacher experience!!

1. You are a **teacher first** and a parent second.
2. You have a **responsibility to watch over all children** in your area.
3. Treat all **children equally**.
4. Children sit **on the floor** at morning meeting and circle time and **on their own chair** at snack times. (**Lap free**).
5. Expectations for your child(ren) are the **same** whether or not you are here as a parent-teacher.
6. After morning snack, please help the teachers escort children outside unless you are scheduled for clean up.
7. **8:30 am - 12:00 noon is your scheduled Parent-Teacher time**. If you arrive later than 8:30 am, you will be marked LATE and your tuition credit will be docked. If you are late more than three times, you may jeopardize your parent-teacher status.
8. **Watch shadowing** – i.e. your child hanging on to you for much of the session or following you to the bathroom.
9. **Communicate** all of the above to your child(ren) **BEFORE** you participate to help her/him/them understand how participating works.
10. Prior to participation, new parent-teachers must submit evidence of a **negative TB test** given within the last two years, proof of measles, pertussis, flu and COVID-19 (including boosters) vaccinations and sign both a criminal record statement (LIC 508) and a KNS parent teacher contract.
11. Plan activities for each week for your area.
12. Arrive **promptly** at 8:30 am and set up your project and play materials in your assigned area.
13. If you cannot participate on your designated day, **you are responsible for getting a substitute**. Use the substitute telephone list, email list, or trade time slots with another parent. When you have arranged a substitute, notify the PT director and the director and make note of this in the daily calendar. Arrange for a substitute as soon as you know you cannot participate – preferably by the evening before. If you are unable to find a substitute, contact the Parent-Teacher Director or Director. If an emergency occurs in the morning, call the school immediately. When subbing, if it is a day your child does not attend, s/he may attend without fee, only if there is space. **Please notify your substitute of any differences**

specific to your day – e.g. movement, music, cooking and/or whether you have clean up.

14. Know the emergency procedures (see page 7). Report all injuries to the Director. Administer first aid even with minor "ouch"-ies. Be safety-conscious at all times but allow children appropriate risks.
15. Learn all children's names and try to develop a rapport with each child. Be available to children: listen and hear them out. Make it possible for their ideas to work. **Anticipate problems so that you can prevent before they happen.** Please make sure you **spell their names correctly** when labeling art, writing notes for them, etc.
16. **Model behavior** - do not do what children are not allowed to do: drink or eat on the go, sit on tables, swear, etc. Keep coffee and other hot drinks in an unbreakable covered cup, *well out of a child's reach.*
17. There are no "time outs" at KNS. Anticipate and redirect behavior instead. (See pp. 14-16).
18. Limit adult conversation to the **passing of necessary information** about the children. *Stay spread out - especially in the yard!*
19. Encourage self-help, helping others, empathy and compassion.
20. Allow children to settle their own disagreements whenever possible. Be aware of their possible inability to come to a reasonable solution and offer an alternative (redirection) or act as a mediator. *Immediately stop any name-calling, bullying, and teasing.* When in doubt, consult with a teacher. Please don't hesitate to ask for help; teachers are happy to support parent-teachers in this way.
21. Discuss with the Director problems concerning individual children and discipline **outside** of the classroom time. Conversations are **NOT** to be around the children. Problems/situation/issue that may arise for you may be discussed with the Director.
22. See that children's clothing is adjusted to the temperature. Children should place their own coats and all other personal possessions in their cubbies.
23. Help children put shoes back on before morning meeting, circle, and snack time. Make sure they are wearing them during snack and outdoor play.
24. Keep name tags where they have been placed at snack tables.
25. Dress-up clothes are for indoor use only and should be removed before mealtimes and circle times.
26. Children should be reminded to respect the equipment and the environment.
27. **Books** are only for **inside use**, not outdoors.

28. Help children during clean-up time. Offer to do it **with** the children, but not **for** them.
29. Give five-minute warnings about transitions: from play to clean-up time and from outside to inside time.
30. **Please no toys from home.**
31. **Never leave your area unattended** even for a moment. If you need a bathroom break, let a teacher know first.
32. Please note that Kensington Nursery School's Workers' Compensation Policy does not cover parent-teachers.

Professionalism

Parent Teachers must always exhibit professionalism at KNS. **Failure to do so will be cause for removal as a Parent Teacher.**

This behavior includes, but is not limited to, the following:

1. Refrains from talking about another child in a disparaging manner with others.
2. **Refrains from engaging other adults in personal conversations** when working with the children.
3. **Does not use your cell phone** to make or receive calls while on duty. Only in an emergency!
4. Is **emotionally and physically engaged with children** in their activity area and throughout the morning.
5. Refrains from repeating confidential issues regarding other children or adults.
6. Demonstrates ability to mediate between children, including your own child, in **impartial**, positive ways.
7. Deals with any issue that arises in an appropriate, professional manner, respectfully and away from children and parents.
8. Uses appropriate language, e.g. no expletives or demeaning language used around the children or other adults.
9. **Approaches** child to redirect or intervene a conflict **instead of yelling across the room or yard.**
10. Is supportive and considerate of other parent teachers and staff members.
11. Is receptive to suggestions from others.

Emergency Procedures

Please note: Emergency procedures are found in detail in your KNS Emergency Handbook.

Fire

Know where the fire extinguishers are kept. In case of fire, have the children walk to the wooden fence at the far end of the lower yard. Check all spaces in your area to be certain all children have exited. Art area person should check the hall, bathroom, and kitchen. The Director or a teacher will bring the sign-in sheet outside to make sure all children are accounted for. We have fire drills at least twice a year. The ramp has a gate at the bottom, but could be used as an emergency escape route.

Injury

Remember: **Never leave children unattended.** If a child is injured, other than the usual scrape or bump, have another child get the Director or teacher immediately. Do not leave your area unless another adult is there. If you witness an injury, you will need to sign an accident report that day. The child will receive appropriate first aid. If the injury is serious, an ambulance will be called and the parents notified immediately. If an adult working at KNS is seriously injured an incident report must be filled out.

Earthquake

In case of an earthquake, get the children under tables and away from windows. Remember “Duck and Cover”. Earthquake drills are practiced throughout the year.

Safety Precautions

Never leave the yard or any room unsupervised. Remind children about safety precautions if they appear to have forgotten. If a child is doing something dangerous to her/himself, or others, stop it immediately. Keep all doorways clear at all times. Watch exit doors and play yard exit gates. The gates across the walkway outside **must always be closed.** Always close the gate to the yard when the children come outside from inside and vice versa. Keep the Dutch door to the loft room **closed** unless a child is in the bathroom. The doors within the classroom must be kept latched at all times! Those doors include the closet in the Nap Room, two doors in the M&M Room, and four doors in the Loft Room. **Children may never enter the tunnel or the kitchen.**

Morning Program Schedule

8:30	Arrive.
8:30-8:45	Prepare for the day. Set up project and organize your area.
8:45-9:00	Greet children.
9:00-9:15	Morning Meeting. Calendar, songs, or games played. Teachers and parent-teachers describe the activity planned in their area.
9:15-10:05	Morning activities. Remember to greet each child as they enter your area. At 9:50, remind the children that it is almost time for clean up.
10:05 – 10:15	Clean-up time. (Gauge time needed for clean up by amount of toys, manipulatives out!) Hand washing begins. Each cohort to wash hands before snack.
10:15-10:30	Snack time: eating snack, socializing, using the bathroom, reading and clean up.
10:30-11:00	Lower Yard: KNS has access to lower yard 10:30 to 11:30 am
11:30 – 11:55	Upper Yard
11:55-12:00	Clean up; Cohort 1 and nappers eat lunch. (Cohort 2 will eat at 12:30)
12:00	End of participation.

Additional Morning Activities

The schedule may change if we have the following morning activities:

Music: One morning each week, 2 groups about 25 minutes each.

Cooking: One morning each week, the art activity is a cooking project.

Share: One morning each week.

Snack Clean-Up

Each day, one parent is responsible for snack clean up. The schedule changes monthly. Duties include:

- Clean tables with hot clean soapy water that has a 1 to 10 ratio of bleach to water (bowls are kept on top of the cubbies in the loft area and on top of cubbies in M&M room; change water right after snack time).
- Wipe chairs down and sweep underneath the snack tables.
- Clean any art or science materials.
- Clean counters and sink in Kitchen. Put away all dry dishes.
- Wipe down toilets and sinks in bathroom, restock toilet paper and/or paper towels if needed. Tidy diapers, bags and extra clothes boxes. Fill out extra clothes forms if children are low on diapers or wipes..

KNS Rules

Inside

- Walking feet only.
- Quiet “inside” voices.
- Manipulatives stay on the tables.
- The actual loft is for reading books – no toys or dress up. Nothing is dropped from the loft itself.
- Put things away before taking out new items.
- Children/adults return books to shelves after reading.
- Children clean up their own area after snack, including checking under their chairs.
- No switching name tags at snack.
- Keep the door to the loft room **closed** unless a child is in the bathroom.

M & M Room

- One person at a time on trampoline. Shoes are off feet when using trampolines.
- Tunnels on their sides only. Do not let children stand them on end.

Imagination Room

- Blocks built as tall as (average) child’s shoulder height.
- The couch is for sitting, not climbing or jumping.

Yard Rules

- Zero chasing or tagging games, unless adult directed.
- Zero screaming.
- Zero sitting on picnic tables.
- Children may not take off their shoes in the yard – unless in the sandbox with teacher permission.
- Manipulatives built outside may **not** be “saved” once a child has finished playing with them.

Swings

- Walk on the outside of the tires in front of the swings. No walking behind the swings.
- Children may not push each other on the swings.
- Bottoms and bellies on the swings only.
- One child per swing – no double swinging.
- Children waiting for a swing sit on the bench perpendicular to the swings.

Play House

- Zero sand or water in play houses.

Play Structure

- Zero toys/sand on the play structure.
- Zero jumping off the play structure.
- Curved ladder going up has priority over coming down.

Slides

- Supervised “trains” only.
- Zero climbing up the twisty slide.
- One way up and one way down the little double slide. Arrows are drawn on the sides of the slides.

Sandbox

- Shovels and sand toys are for the sandbox only.
- Zero throwing sand or toys.
- Weather and teacher permitting, shoes may be removed in the sandbox and no other area of the yard.

Garden

- Teacher/parent supervised.
- Children are not to pick flowers, dig for bugs, produce, etc., unless asked to by a teacher.
- Toys are not played with in the garden area

Lower Yard

- Zero tree climbing.
- Do not go behind the hedges next to Montessori School.
- Zero going into the ditch by the cyclone fence on Rincon Road.
- Zero crashing bikes.
- Zero pushing.

Parents: VERY IMPORTANT! Please, no entering or exiting through the lower yard gate.

Please remember that rules are for the protection and welfare of our children.

Some Suggestions for Working with Young Children

1. State suggestions or directions in a positive way. **A positive suggestion** is one that tells a child what to do as opposed to what not to do. One is constructive; the other is limiting and interfering.

Examples:

"Martha, blocks are for building. Let's make a road," rather than, "Don't throw the blocks, Martha."

"Shovels stay in the sandbox," rather than, "Don't run with the shovel."

"Sand stays in the sandbox, Lynne," rather than, "Lynne, don't take the sand down the slide."

"Walking feet inside, Alyssa," rather than, "Alyssa, no running."

2. Long explanations and discussions are lost on the young child. **A short, positive statement is more meaningful.**
3. **Give the child a choice only when you intend to leave the situation up to the child.** Being able to make decisions helps a child develop maturity. But there are decisions s/he is not ready to make because of limited capacities and experiences. We must be careful to avoid offering a choice when we are not willing to let the child decide the question.

Example:

"Alma, it's time to put on your coat to go outside," rather than, "Do you want to put on your coat?"

4. Your voice is a teaching tool. Use words and a tone of voice that will help the child feel confident and reassured. **The most effective speech is simple, direct, and clearly enunciated.**
5. Never attempt to change behavior by using words that may make a child feel less respect, such as blaming, shaming, or making the child feel guilty. It is important to **learn constructive ways of influencing behavior** if we are to promote sound personality growth.

Examples:

A child throws a difficult puzzle on the floor. Say: "Jason, I'll help you, puzzles take time to do," rather than, "Hey, Jason, don't do that!"

A child has hit another child because s/he cannot have the particular toy that the child is playing with. State plainly: "There is zero hitting at KNS!" You may also say, "I know you want that toy, but it's Gina's turn to play with it. Your turn will be next." You may need to separate the child hitting until s/he calms down.

6. **Avoid comparing one child to another** or encouraging unnecessary competition between them. One of them will end up with hurt feelings.
7. **Redirection** (suggesting another activity) is most effective when it fits with the child's motives or interest. **KNS does not use "time outs"**. Anticipate problems

before they happen. **Redirect** when you see kids getting too loud, sounding angry or about to cry. Ask for help if you are unable to deal with a child or a situation.

Examples:

A child is throwing sand. Say: "Sand may hurt someone. Let's build a castle."

A child is angry because s/he has been thwarted or prevented from hitting or kicking another child. Say: "There is zero kicking at KNS. Kicking Becky will hurt her. Let's make a big tunnel in the sandbox." Or: "You're really angry. What happened?"

8. Give the child the **minimum of help** in order that s/he may have the maximum chance to grow in independence. This does not mean denying the child's request for help. Often it is necessary to reassure a child with "you can do it" (putting on a coat, climbing a tree, etc.) and the adult "will help if you need it." This is called "**hurdle help.**"
9. Children respond best when adults **get down to their level**. Always kneel or sit in a small chair when talking to a child.
10. Effective guidance depends on knowing how to foresee and prevent trouble by the **proper timing of help**. The timing of a suggestion may be as important as the suggestion itself. Through experience and insight, we become skilled at giving a suggestion right when it will be the most effective.
11. When limits are necessary, define them clearly and be consistent and use as few words as possible to still be understood. There are some things that must not be done: children must not get hurt nor hurt others and property must not be taken or destroyed. **Children feel more secure with adults who can take the responsibility of setting necessary limits.**
12. **Children respond best to courtesy, tact, and diplomacy**, just as adults do. By using the words "let's" and "we" often, we develop a sense of togetherness.
13. Accept a child's feelings, even though you may be upset by his/her behavior. Be positive when stating rules or offering suggestions.

KNS Discipline Policy

The ultimate goal of providing young children with discipline is to lead them from adult control to the development of their own inner control. The foundation for discipline is set by creating an atmosphere of trust and caring. This is done by building a warm and trusting relationship with each child, by recognizing his or her unique qualities and strengths. All children are treated with dignity and respect.

The teacher's role in the development of discipline is to be fair, firm, consistent, watchful and affectionate. Teachers show children that they care enough about them to provide good, clear rules and boundaries for their safety and well-being. Teachers help children learn self-control by using the following discipline techniques, as suggested by the National Association for the Education of Young Children:

1. Guiding children by setting clear, consistent, and fair limits for classroom behavior.
2. Valuing mistakes as learning opportunities.
3. Redirecting children to a more acceptable behavior or activity.
4. Listening when children talk about their feelings and frustrations.
5. Guiding children to resolve conflicts and modeling skills that help children to solve their own problems.
6. Patiently reminding children of rules and their rationale as needed.
7. Facilitating the development of self-esteem by respecting, accepting, and comforting children, regardless of the child's behavior.

Occasionally, when redirection and verbalization are not effective, a child may need to take a quiet break to get away from the problem and renew his or her ability to deal with peers. Ask for help if you are feeling overwhelmed by any situation or child.

Communication between parents and teachers plays a major role in the effectiveness of discipline. Teachers and parents are encouraged to have open, honest, and consistent communication with one another. KNS relies on parent support at home to enhance the effectiveness and consistency of discipline methods at KNS.

GUIDELINES FOR ACTIVITIES AREAS

Art & Science Area

(Art: Kidney-shaped table in loft room; Science: Rectangular table in the M&M room by the Loft Room door)

1. Art on Friday is cooking.
2. Try **not to make a model** in any art medium for children to imitate. Models tend to stifle the children's creativity. Art then becomes only another area where the child strives to imitate the adult who can do things much better than s/he can, instead of a way to express her/himself. The same hold true for models created for science activities.
3. Be ready ahead of time. Make sure your project or technique works. Try it out on your own with your child at home. Set up before children arrive.
4. Children need only to please themselves. They own their creations. Whatever they make is fine.
5. Before you write the child's name on a project, **ask her/him where s/he wants the name written**. Make sure you **spell the child's name correctly!** If they write their own names, do not correct wrong spelling or backward letters.
6. **Clean up as you go along**. Try not to have too much out. It's best to do a little cleaning up as you go along and to remind children to do the same. Before taking out something new, completed projects, supplies etc. must be put away.
7. If too many children come at one time, **make a waiting list**. If too few come, invite children to the area.
8. Discourage negative comments from other children about someone's work. You can say, "Everyone does things differently and that's great."
9. Allow for exploration with materials. Be tuned-in to creative expression.
10. Art or Science activities may be done in the upper yard – weather permitting!
11. Keep all electrical plugs capped.

Loft Room

1. Books are always available to the children. There is always a supply on the bookshelves; additional books are stored in the nap room closet. Books may be used at the tables, on the carpet, or in the reading area by the tunnel door.

2. Learning games can be brought out from the game closet in the Loft Room or the math manipulatives in the cabinet over the “Map” table in the M&M Room. Games may be used at the loft tables or on the carpet. Please try to keep the manipulatives on the loft table.
3. Encourage and help children put away one game, toy, etc. before taking out another. Help children pick up before leaving the area to go to another area.
4. Teach children the appropriate use of materials. Do not allow activities that could break or damage materials.
5. Help children “dressing up” to keep track of their own clothes by designating a spot for their clothes, generally their cubby.
6. Please keep games and manipulatives out of the play housekeeping area, they tend to get lost once in there!
7. Keep all electrical plugs capped.
8. Keep door to tunnel closed and latched at all times and do not let children in the tunnel.

The M&M Room

1. One person at a time on the balance beam.
2. One person at a time on the trampolines. Use only when you can “spot” children. Shoes are off when jumping on trampolines. Store trampolines one on top of the other with feet side down in the tunnel.
3. Science Box, located on the shelf between the M&M and the Science tables, is an adult directed activity. The wooden pulleys, gears, levers, etc., located on top of the cubbies by the science table are also an adult directed activity.
4. Keep all electrical plugs capped.
5. Keep door to tunnel closed and latched at all times and do not let children in the tunnel.

The Block Room

1. Be aware at all times of safety issues with the building blocks. **Structures should not be higher than the average child's shoulder height.** Blocks must never be used as missiles or weapons.
2. A general rule is that block structures may be left up until clean up time. Knocked over structures should be put away before going on to a new activity. At clean up time, children should put blocks away with adult help.
3. Books are available to the children at all times. There is always a supply on the bookshelves; additional books are stored in the nap room closet. Books may be used at the table or on the sofa.
4. Games may be brought from the game closet in the Loft Room, as well as the math manipulatives in the cabinet over the "Map" Table in the M&M Room. Games are to be used at the table or on the carpet.
5. Encourage and help children put away one activity before taking out another.
6. Teach children the appropriate use of materials. Do not allow activities that could break or damage materials.
7. Clean up as you go along. Try not to have too much out.
8. Each toy or game should be returned to its proper place. This is an important aspect of learning.

Upper Yard Guidelines

1. Before the children go outside, survey the yard for safety and debris. Unlock the combination lock to the gate. Set up the easel, water table (summer and warm weather only), buckets, shovels, and/or trucks. Unlock and take toys out of the cabinet for children to play with. Bring a towel to wipe off dew or rain from swings and benches.
2. Encourage play that is cooperative. No child has to do what another child wants him or her to do. In games, **ask yourself if everyone seems to be enjoying the game, and ask children if they want to play.** Children often need your support in refusing to play something they don't want to play.
3. Provide some outdoor enrichment activity each day. You can enrich equipment with chalk, balls, jump ropes, etc. When you have extra help, water play (in warm weather) and science activities may be done. Keep activities simple so that they require a minimum of your supervision.

4. Parents need to stay spread out in the yard. **Keep conversation with other parents and teachers to a minimum!** Strive to always have five children with you.
5. **Keep circulating** so you know what is going on all over the yard. Be actively involved with the children with comments, nods, hugs, or smiles. You can listen in on children's conversations without being nosy. Be alert to children hiding in the playhouse, garden area, large tire, or other places. Ask yourself if they are avoiding involvement because they are shy or scared, or if they are engaging in inappropriate behavior.
6. Children should sit on their bottoms on the big slide. They can walk up the little slide if it is not crowded. Arrows on the sides of the double slide indicate "up" and "down" direction. Toys and sand are not allowed on the play structure. Children should go down feet first on slides.
7. Sand should be kept low and, as much as possible, in the sandbox. Sand toys (includes all shovels) are for use in the sand box only. No intentional mixing of sand into toys used for water play or water fountain. Water toys should be kept at the water table. Cover the water table when you leave the yard. No water or sand is allowed in the little houses.
8. Children's hands should be free when playing on the play structure. There are no toys, balls, etc. allowed on the climbing structure.
9. Children must have shoes on at all times outside. They may only be off in the sandbox when teacher directed and weather permitting.
10. Children may not climb the fences.
11. Maintain a **six-foot fall zone around the climbing structure.** No toys should be in that zone.
12. Check that gates are always closed across all walkways, that includes gates leading to lower yard.
13. Teach children to walk straight out from swings. Do not permit standing on swings or running or playing around within the borders around swing area. Children must stay behind tires when waiting for a swing. There is a bench next to the swing area for children to sit on while waiting their turn for a swing. No double swinging the children (two kids on one swing) or swinging sideways. Only adults may push the swings.
14. You are responsible for all the equipment that is brought out. Return equipment that will not be used in the afternoon to its storage area.
15. Books may be brought outside by adults only.

16. There is a first aid kit (Band-Aids, gloves, cotton balls) on a shelf inside the first cabinet in the covered area, as well as tissues.

Note regarding inclement weather: If there is only intermittent rain or drizzle, you may take a small group out under the roofed area for a special activity or take a group for a walk around the building. If it is raining hard, we'll be indoors.

Good Projects and Activities: Any Time, Any Place

Beansticks Popsicle sticks or tongue depressors, beans, glue – write a number in glue on the stick, child glues that number of beans onto the stick.

Puppets Ovals from light cardboard, felt pens, yarn for hair, popsicle sticks – child draws face, popsicle stick is glued or taped to the back, paper clothing can also be attached.

Name Plaque Draw big, double-lined letters/numbers on light cardboard - child glues beans or sequins onto it.

Magnetic/Not Magnetic Gather lots of things to test.

Dot-To-Dot Number up to five dots on a large sheet of paper for children to connect the dots. This works with some letters, house, star, or other simple figures.

Collage of square, circle, triangle, or paper scraps can be done on paper plates or paper using glue.

Magnify fun Assemble various magnifiers and things to look at.

Small Books make up ahead, child draws in them – use plain light paper stapled together with construction paper covers.

Taste or Smell Tests or listening to shake cans. Make up your own.

Feely Box Put objects in box (kept in nap room closet) for children to feel shape and guess what it is.

Film Can Number Match Place 1, 2, 3, 4 beans in matching cans – child tries to listen for the ones with the same amount.

Measure children's waist, height, etc., with unit blocks, pieces of yarn, etc.

Obstacle Course set blocks, planks and wedges up in a safe, stable manner.

Color Mixing Give child two containers of color to mix (may add white), paint with colors achieved.

Act Out A Story e.g., Three Billy Goats, Little Miss Muffet, Humpty Dumpty.

Teach A Fingerplay Group can then lead the fingerplay at morning meeting.

Tried and True Recipes

Fingerpaint

Mix 1 cup cornstarch
1/2 cup soap flakes
Add to 2 quarts rapidly boiling water, stir and remove from heat
Add food coloring or tempera

Bubble Mix

1 quart warm water
2/3 cup liquid soap (preferably Dawn)
(1/3 cup glycerin)
Use 6-pack holders, straws w/slits, strawberry baskets

Oobleck

4 cups water
2 16 oz. boxes cornstarch
Mix together

Baker's Clay

4 cups flour
1 cup salt
1 1/2 cup water
Mix, but add water gradually to desired consistency, then add food coloring or tempera. Can be baked at 300° F. Good for ornaments with paper clip added or for jewelry. Use cookie cutters; decorate with glitter, sequins, or paint.

Playdough

2 cups flour
1 cup salt
1 3/4 cup water
2 tsp cream of tartar
Cook very slowly, stirring constantly, until consistency of mashed potatoes, turn, knead when cool, and add color.

Volcanoes

1/4 cup vinegar
Dash of red food coloring
2 Tbsp baking soda
Child builds the volcano in the sandbox and puts baking soda in hollow depression, then adds red vinegar

Parent-Teacher Tips

Remember: **No one tip works with all children all the time.** Your imagination and life experiences are your best source of inspiration.

Situation

Response

Getting your slow-moving child out of bed in the morning.

- Leave the child a special breakfast “treat” at the table that s/he may have when dressed and ready to go.
- Get the child (ren) ready before getting yourself ready. This can relieve the frustration of waiting at the door.

Your own child interferes with your ability to relate with the others

- Have a talk ahead of time. Explain that you are a teacher while at KNS, and that your job is to help **all of the children.**

Breaking the ice with new children

- Try to find out what interests they have (a favorite make believe character, color, movie, game, article of clothing, etc.) and ask them about it when you see them.
- Draw a picture with them in it.

Exclusive Play

- Redirection (to “excluder”).
- “We all play together at KNS. We'll talk to your parents about setting up a play date for you to play together at your house where you can be by yourselves.”

Sad Children

- Acknowledge their sadness in a non-judgmental way. Say, “I see that you are sad today.” or “I miss my mommy too!”
- Help the child write a note to his or her parents.
- Read/tell the child a story. (Ask if s/he has a favorite book).
- When a child doesn't tell you what is bothering him/her, ask if you can guess what is wrong and then offer a goofy scenario (e.g. “Did a dinosaur take your lunch box?”).

Morning Meeting disruptions

- Grown ups please **spread out** so you are evenly spaced among children.
- Anticipate potential conflicts before they happen and position yourself accordingly.
- The person closest to the conflict should handle it. If s/he feels they cannot, ask somebody else to do so.
- Give a verbal warning at first. If that fails, separate the disruptive child.

Children who are reluctant to help clean up or put on their shoes, etc.

- Pick a magic number of toys for clean up, e.g. “Pick up as many, toys as you are old.” This works much better than “Please put a few things away.”
- **The Very Last Resort:** Tell the reluctant child(ren) that if they do not help clean up with everybody, they will have to stay inside after snack to clean up while all the other children play in the yard.

Restless children during snack time

- When reading a story, use the children’s names when reading.
- Ask the children to give examples relating to the story that happened to them.
- Reading books is not mandatory! Playing a quiet table game of “I Spy” or “What I Had for Breakfast” works well too.

Conflict Resolution

- If a child with a legitimate grievance is acting on it inappropriately, acknowledge their anger but give them specific alternatives for what they could do differently next time.
- Appeal to an older child’s sense of responsibility by suggesting they set an example for other children at school. Encourage them to help the younger children learn to solve problems.

**WHEN YOU’RE AT YOUR WIT’S
END**

- **Ask for HELP.** This is why KNS has a team teaching approach!

