



Ooey Gooley® Squishy Plop! Sensory Play for Every Day!

Lisa Murphy's Ooey Gooley® Philosophy

The Ooey Gooley® philosophy is play-based, hands-on & child-centered. We are committed to creating early childhood environments that embrace the following principles:

Principle 1: TIME

Children are provided with long periods of uninterrupted free time for exploration and interaction within their learning environment.

Principle 2: OUTDOORS

There is lots of outdoor play time. The outdoor environment is not considered a separate space, but instead is seen as an extension of the indoor space. It is understood that the outdoor environment is just as credible of a classroom as the one inside.

Principle 3: RULES

Children have the freedom to explore this environment with few restrictions. We support one overarching rule: People are not for hurting. We are able to provide this level of freedom because...

Principle 4: THE SECRET

The secret to good teaching is learning how to control the environment, not the little people in it. The “no-no’s” have been removed. Consequently the child has freedom to explore within the environment that the adult has set up.

Principle 5: FACILITATING

Teachers are serving as facilitators within this space, deepening the child’s investigations and providing activities and materials that reflect the needs and interests of the children in the room. Their role is much deeper than “the keeper of keys to the cupboard”.

Principle 6: ARTICULATION

Teachers must be in the present moment and as such, be able to articulate their rationale for activities presented. Teachers are able to articulate WHY they do what they do, and these reasons go deeper than “because it’s so cute”.

Principle 7: THEORISTS

Teachers are committed to understanding the history and theory of child development and are aware of the professionals and researchers who have “paved the way” for us in our commitment to a play based, hands-on, childcare environment.

Principle 8: KEEPING IT REAL

Children are provided with engaging experiences that are (literally) *real*. Children are provided with active, relevant, hands-in and hands-on investigations on a daily basis. We seek to activate the five senses each and every day – not just during “My Five Senses” week. You will see children exploring real objects. Not coloring dittos of them.

Principle 9: THE SEVEN THINGS

Children are provided time each day to: create, move, sing, discuss, observe, read and play.



Favorite Ooey Gooley® Recipes!

Ideas for your Sensory Tubs:

Glue and Shaving Cream: Something new but sure to become a fast favorite! Pour 2 cups of glue in your tub. Allow the children to add (and mix) shaving cream to the glue. Color it if desired. Squish it all around!

Ooblick: Equal Parts of cornstarch and water.

Mix together BABY OIL and FLOUR! Soft and creamy! Start with about 2 lbs. of flour and one, 20 oz. bottle of baby oil. Increase based on the size of your sensory tub!

“Jelly Cake”: Make a Knox-gelatin mold (see above) and add shaving cream! Drip drop colors onto the cream and then provide spoons and scoops for maximum exploration.

Home Made Sand: 4 cups dried, used, coffee grounds, 2 cups cornmeal, 1 cup flour, 1/2 cup salt. Stays fresh in an airtight container or Ziploc bags.

Clean Mud: Grate 3 Bars of Ivory Soap. In a bowl mix the grated soap, 1 roll of toilet paper and some warm water. Keep mixing until it forms the consistency of mashed potatoes! You can store it in airtight container and reconstitute it with more water. Dispose of Clean Mud in the trashcan not the drain!

Cocoa Mulch: Purchase this EXTRA good smelling sensory tub item at a garden center near you.

Colored Rock Salt: Mix rock salt with either liquid watercolors or food coloring until the rock salt is all colored! Spread out on wax paper to dry and then put into your sensory tub for scooping or pouring. Follow the same procedure to make **Colored Rice**.

Just for FUN: Mix colored rice with FLOUR!

Baking Soda and Vinegar: Put baking soda in a pie tin... drop vinegar ON TOP of the baking soda. All of the senses are engaged while you are making carbon dioxide! Add dish soap to the vinegar, and color too! The dish soap extends the reaction time.

Shaving Cream and Water: Fill a clear large container with water. On top of the water put shaving cream. Drip drop primary colors onto the shaving cream. What happens when you put two primary colors on top??

FLUBBER:

1. Mix 2 cups water and 1 ½ cups Elmers glue in a big bowl.
2. Add a squirt of liquid water color and then stir it up.
3. In a separate small bowl mix together: 2 cups water and 4 TBS Borax.
4. After it's completely dissolved, pour the Borax mixture *slowly and a little at a time* into the glue and water mixture. Pour a little, mix it a little, pour a little, mix a little. Mix with your hands or a sturdy wooden spoon. As you mix, it will become a flubber ball!
NOTE: You might NOT need to use all of this Borax and water solution!!!!
5. Store it in an airtight container or ziploc for a few weeks. When it begins to flick apart or when it gets too hard, it is time to make a new batch! Play with it, explore it, try to get it to blow a bubble with a straw! Watch it stretch as you hold it!
6. Vinegar takes it out of clothes, carpet and fabric. Mayo will take it out of hair!

Knox Gelatin Mold: The ratio is ¾ cup water to 1 packet of Knox. *Take the number of cups of water your container holds and DIVIDE by .75* This is how many packets of Knox you need. In a saucepan, heat the water over low heat, add the packets of gelatin. After it dissolves pour it into your container. Let set over night. ****BE SURE TO SPRAY YOUR CONTAINER WITH PAM FIRST!** Allow the children to inject the Knox mold with pipettes and eyedroppers filled with colored water!

Magnet Painting: Drip drop some liquid watercolor onto a paper plate (not the waxy kind). Now place magnetic marbles IN the paint and then hold a magnet wand UNDER the plate. Using the magnet wand underneath the plate, move the magnetic marbles through the paint and watch the colors mix!

Coffee Filter Art: Drip drop liquid colors onto the big coffee filter! Science and art at the same time! It does NOT need to be a butterfly, a flower or a hat! Imagine That!!!

Shaving Cream and Block Building: Put some small blocks on the table along with some craft sticks and a can or two of shaving cream. See what happens! Our children built and built for days!

Scribble Cookies: Gather all your broken crayons. Put them in a muffin tin. Melt on low heat (150°) for about 15 minutes! Once melted, turn the oven off and let the crayons cool IN the oven before popping them out and using them! Hint: non-stick coated tins will work best! Did they stick? Pop them in the freezer for a few minutes! They will pop right out! Variation: put the muffin tin on a warming tray and watch right in the classroom.

Karo Syrup Painting: Mix corn syrup and food coloring and let the kids paint with fingers, brushes or even their tongues! Sticky and shiny art galore!

Don't forget **COLLAGE ART** and colored glue!

PLAYDOUGH: Variations on a theme...

REGULAR PLAYDOUGH: Combine in a bowl: 3 cups flour, 1 ½ cups salt, 6 tsp cream of tartar, 6 TBS oil, 3 Cups water (color optional). Mix together. Cook over low heat until a ball forms. Cool. Knead. Store in Ziploc bag.

CHOCOLATE PLAYDOUGH: 2 cups water, ½ cup salt, 2 tsp cream of tartar, 2 TBS oil, 1/3 cup cocoa, 2 cups flour. Then mix it all together and then cook it in a pot over low heat. Remove it from the heat and knead until smooth.

PUMPKIN BREAD PLAYDOUGH: 1 package pumpkin bread mix, 2 cups flour, 1 ½ cups salt, 6 TBS oil, 6 tsp cream of tartar, 3 cups water. Mix ingredients. Cook over medium heat until a ball forms. Remove from heat and knead!

LEMON POPPY SEED PLAYDOUGH: 1 package lemon poppy seed muffin mix, 2 cups flour, 1 ½ cups salt, 6 TBS oil, 6 tsp cream of tartar, 3 cups water. Mix ingredients. Cook over medium heat until a ball forms. Remove from heat and knead!

STRAWBERRY CAKE PLAYDOUGH: 1 package strawberry cake mix, 2 cups flour, 1 ½ cups salt, 6 TBS oil, 6 tsp cream of tartar, 3 cups water. Mix ingredients. Cook over medium heat until a ball forms. Remove from heat and knead!

COFFEE PLAYDOUGH: 3 cups flour, 1 ½ cups salt, 6 TBS oil, 6 tsp cream of tartar, 3 cups water, the used wet grounds from the morning coffee. Mix ingredients. Cook over medium heat until a ball forms. Remove from heat and knead!

Favorite Art & Painting Tools:

Combs
Fly Swatters
Bath Puffs
Cars with Markers Taped to the Butt
Bubble Wrap
Plastic Toy Cars
Hats with Brushes
Koosh Balls

Massage Tools
Nylons filled with popcorn
Plungers
Rubberband Brushes
Golf Balls
Tooth Brushes
Sponges
Kitchen Brushes

BONUS HINT: Tape three regular paint brushes together (or a bundle of crayons) and see what happens!

And don't forget about the **CARS WITH MARKERS TAPED TO THEIR BUTT!**



A CRASH COURSE IN THE LANGUAGE OF WOLVES

By Lisa Murphy - The Ooey Gooley Lady!

In her book, *Teaching in the Key of Life*, author Mimi Chenfeld talks about the “wolves” that are occasionally seen stalking school hallways and lurking around preschool classroom doors. Wolves, by definition, are those concerned types who want to know what children are *doing* all day (read: doing to get ready for kindergarten). They desire to know the rationale for flubber, the developmentally appropriateness of ooblick, the reason for the hokey pokey, the goal of splatter painting, the objective of swinging on your tummy and seem to search incessantly for an overall justification of the importance of what we might call “play.”

You might find wolves disguised as parents, administrators, colleagues, co-workers, principals or maybe even yourself. Wolves desire goals, objectives and activities that are aligned with standards, benchmarks and an assortment of desired results. Obvious links between classroom projects and established learning guidelines assists them in truly believing that we (educators) know what we are doing.

This can be a bit of a challenge for all parties. Teachers want to plan exciting activities for the children, parents want the clothes clean. Teachers are jazzed up about a new experiment and administration is worried about playdough in the carpet. Teachers feel frustrated when asked, “But what are they *learning*?!” and know in their hearts that there is more to be said than, “Kids learn through play.”

Where is the middle ground? I dream of a day when we say, “Today everyone played so hard!” And it is collectively understood that this means we counted rollie pollies, measured sand and water, wrote stories with inventive spelling, negotiated a turn on the bikes without hitting, mixed red and yellow for the fiftieth time and realized it still made orange, sat quietly while we watched the hummingbird sip the nectar from the feeder on the playground, sang songs, did fingerplays and balanced a table-high tower of corks and blocks.

Sometimes I worry that when we say “we played today,” many grown-ups have forgotten what this means. They have forgotten “play.” Remind them. “When we stack blocks we are learning about balance, gravity and patience, come let me show you the photograph of the tower Karen made today! She worked on it for a solid half hour!”

While reconnecting them with play you are also linking the “learning words” to the activities and projects you do in your classroom. Believe me - great will be the day when we no longer have to defend what we do – but for now, we do. So we must be armed with an arsenal of information!

While fighting the good fight and continuing to wage the uphill battle of having play valued for its own sake within our preschools, childcare centers and elementary schools, we must be able to articulate what is happening when children play.

We know that while children are engaged in meaningful experiences they are “getting ready for school.” Some folks can see that clearly, some need us to point it out. We must be able to work with both groups in a professional manner! We must continue to point out (for the millionth time) that when children spend time in hands-on, play based, educational environments that emphasize the importance of wonder, discovery and creativity (not the accumulation of a bunch o’facts) that learning is happening all the time.

Even though many of us work in environments where there is a lot of pressure for children to be performing, gathering random bits of knowledge and hurrying up to be “ready” for the next expectation with no time left to appreciate the here-and-now, I have found, amazingly enough, that sometimes all it takes is a few strategically placed phrases such as, “when we are squeezing playdough we are strengthening our hands and eventually, when our hands and fingers are strong enough, we are able to hold pencils”, or “when we make ooblick we are exploring the difference between solids and liquids” is all it takes to ease the worries and fears of parents that the children aren’t *doing* anything.

Sometimes a few exchanges such as these shows parents that you know what you are talking about. It reassures them that their child is in an engaging environment where play is being facilitated by caring adults who know their stuff. Your responsibility is to then facilitate and to know your stuff.

After a few conversations with parents where you are able to show and educate them as to the “learning words” that can be linked to the play activities you can often begin to deepen your relationship with them. Once this trust is established (they trust that you know what you are doing and that you can talk about what their child is experiencing and learning and you trust that they will listen when you explain and talk about what is happening in the classroom) you can then take on the deeper issues of honoring childhood for it’s own sake, not just as training ground for all the things that might be coming next.

These words can be used to describe the activities you are doing in your classroom. Link them to the day’s events to show what the children were *doing*. I have found that wolves respond better when you use words like:

Absorption	Effect	Magnification	Risk Taking
Action	Evaporation	Manipulating	Seeking
Amplify	Experimenting	Matching	Sight
Arranging	Explaining	Measurements	Small Motor
Balance	Exploring	Membrane	Smell
Buoyant	Force	Naming	Spatial
Carbon Dioxide	Friction	Observing	Representation
Cause	Gravity	Opposites	Static Electricity
Chemical reaction	Hearing	Ordering	Surface Tension
Classification	Heavy	Patterning	Suspension
Coagulate	Identifying	Pitch	Taste
Constancy	Inertia	Planning	Temperature
Constructing	Inflate	Problem Solving	Tone
Cooperation	Investigating	Propulsion	Touch
Density	Large Motor	Questioning	Vibration
Displaying	Light	Reaction	Weight
Dissolve	Listening	Reconstructing	
Distance	Magnetic	Rhythm	

It is my wish that this brief list assists you in connecting with them!



Lisa Murphy Contact Information and Helpful Web Links

Ooey Gooley®
A silly name....
A serious message!

Ooey Gooley Inc.
1115 E. Main St. Box 48
Rochester, NY 14609
www.ooeygooley.com

Phone: (800) 477-7977
Fax: (585) 730-4324

Email: LTAC@ooeygooley.com

REMEMBER YOU CAN FOLLOW LISA AND OOHEY GOOEY INC. ON:



I saw a man pursuing the horizon;
Round and round they sped.
I was disturbed at this;
I accosted the man.
"It is futile," I said,
"You can never - -"

"You lie," he cried,
And ran on.

-Stephen Crane



Where do they get that stuff??

We know that there are lots of places to get lots of cool stuff – this is where we at OOEY GOOEY® go when we need materials and supplies!

Art Spinners	Brian's School Stuff	www.briansschoolstuff	(949) 395-4311
Baking Soda	Local grocery stores and bulk stores such as: Sam's Club, BJ's, Costco, or Smart and Final		
Borax (for Flubber)	Laundry detergent aisle of the grocery store		
Bubble Wrap	Local packing Supply Stores or try Uline Shipping www.uline.com		
Coffee Filters	Discount School Supply (800) 627-2829	www.discountsschoolsupply.com	
	Oriental Trading	www.orientaltrading.com	(800) 875-8480
Collage Materials	Charlie in Chicago!	www.ccreplay.com	(630) 393-2675
Cornstarch	Local grocery stores and bulk stores such as: Sam's Club, BJ's, Costco, or Smart and Final		
Glue:	We get our Glue from Discount School Supply www.discountsschoolsupply.com		(800) 627-2829
Goggles	Charlie in Chicago!	www.ccreplay.com	(630) 393-2675
	Target, WalMart, etc. Check in the "hardware section" of these stores		
Helmet Brushes	Turn the Page Press	www.turnthepage.com	(916) 786-8756
Hose Phone	step by step instructions with pictures are on www.ooeygooey.com		

Ivory Soap	Local grocery stores and bulk stores such as: Sam's Club, BJ's, CostCo, or Smart and Final		
Liquid Watercolor	Discount School Supply	www.discountchoolsupply.com	(800) 627-2829
Magnet Marbles/Magnet Wands	Try a local school supply store or educational toystore or national outlets such as Lakeshore www.lakeshorelearning.com or Discount www.discountchoolsupply.com or CM School Supply (800) 458-0390 www.cmschoolsupply.com Steve Spangler Science is a good resource for any science materials you might need www.stevespanglerscience.com		
Paint(Washable)	Discount School Supply	www.discountchoolsupply.com	(800) 627-2829
Paper	Discount School Supply	www.discountchoolsupply.com	(800) 627-2829
Pipettes	Ooey Gooley Inc.	www.ooeygooley.com	(800) 477-7977
Plastic Flake	Charlie in Chicago!	www.ccreplay.com	(630) 393-2675
Rubberband Brushes	Turn the Page Press	www.turnthepage.com	(916) 786-8756
Shaving Cream	Local grocery stores and bulk stores such as: Sam's Club, BJ's, CostCo, or Smart and Final also try 99 Cent Stores, Dollar Stores/Dollar General, Big Lots		
Squeegies	Local grocery stores and bulk stores such as: Sam's Club, BJ's, CostCo, or Smart and Final also try 99 Cent Stores, Dollar Stores/Dollar General, Big Lots, Target & WalMart		
Water Tables	Brian's School Stuff	www.briansschoolstuff	(949) 395-4311