



Favorite Ooey Gooley® Art, Science & Sensory Play Activities and Recipes!

Shared with you by Lisa Murphy the ooey gooley lady®
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The information in () on the left side tells you which of Lisa's books that activity appears in! Follow Lisa on Twitter and YouTube and get on FACEBOOK and "like" Ooey Gooley Inc. today!

(OG2) Glue and Shaving Cream: Pour some glue in your sensory tub. Allow the children to add (and mix) shaving cream to the glue. Color it if desired. Squish it all around!

(both) Ooblick: Equal Parts of cornstarch & water. **(OG2) Variation:** Mix OOBlick with SHAVING CREAM

(OG2) Flax Seed: oh sooo good! Mix flax seed and water in your sensory tub. Flax is expensive if you buy it at health food stores so try to find a Feed Store and buy it in bulk.

(OG2) Baby Oil and Flour: The basic ratio is 1 cup baby oil to 2 cups of flour. Increase as necessary! A very creamy substance that washes off very easily! Makes your hands very soft!

(OG2) "Jelly Cake": Make a Knox-gelatin mold and add shaving cream! Drip drop colors onto the cream and then provide spoons and scoops for maximum exploration.

(OG) Home Made Sand (sometimes called "coffee 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.

(OG) 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!

(OG2) Cocoa Mulch: Get it at a garden store in your area.

(OG2) Colored Rice: Put rice in a bowl, color it with liquid watercolors. Stir until it's dry. Then put into your sensory tub for scooping or pouring.

(OG2) Just for FUN: Mix colored rice with FLOUR!

(OG2) Cinnamon Oats: Double this if you have a large sensory tub! 1 big container (42 oz.) of uncooked Oats, 1 cup salt, ½ cup cinnamon (adjust as needed based on how “smelly” you want it!). Stir. Mix. Play. Great smells will fill your classroom.

(OG) 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.

(OG) 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??

(OG2) Elephant Toothpaste: We've spelled this one out with a little bit more detail for you:

You need:

- 3 or 4 empty, 20 oz. water bottles
- 3 or 4 bottles of hydrogen peroxide (you will use 1 ½ cups at a time)
- Dish soap (any brand, but we liked how Dawn® reacted the best)
- Food coloring or liquid water color (have an assortment of choices)
- A jar of yeast (you will use 2 tsp. at a time)
- Warm water (you will use 6 TBS at a time)
- A dish pan, water table tub or small sensory bin to contain the reaction

Directions:

Place the bottle in your sensory bin. Pour 1 ½ cups of hydrogen peroxide into the bottle and add a few drops of the dish soap. Add a little bit of coloring and put a funnel in the top of the bottle.

In a separate small cup dissolve the 2 tsp of yeast in 3 TBS of warm water. Pour the yeast and water mixture into the bottle, remove the funnel and check out that reaction!

Be ready to repeat this cool reaction!

(both) Knox Gelatin Mold: The ratio is 3/4 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!

(both) 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 this Borax 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!

(OG) Magnet Marble 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!

(OG2) Cereal Stacking: You need a small ball of old playdough. Stick a piece of raw spaghetti in it. Stack cheerios or froot-loops on the spaghetti.

(OG2) 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!!!

(OG2) 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!

(OG2) Whip it up: Grate 5-10 bars of ivory soap (just like if you were making clean mud). Put the soap in the tub. Cover with warm water. Beat with hand held beaters and watch the foam rise!

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.

(OG2) Edible Finger Paint (corn syrup tongue painting!): Mix corn syrup and food coloring and let the kids paint with fingers, brushes or even their tongues! Sticky and shiny art galore!

(OG2) Collage art and colored glue!

(OG2) Shredded Paper and Liquid Starch: Shredded paper (collected from the shredder in someone's office), Liquid Starch (Vano), a place to dry your creations, and patience (it takes a couple days for them to dry). There is no real recipe for this one. The idea is that you are going to mix the paper and starch together and, squeezing out the extra starch, mold various shapes. You can make them as big or as small as you want. Let them dry completely before using them in the classroom.

(OG2) Edible Fake Barf: Applesauce (Get a big jar, you will use ½ cup at a time), Raisin Bran Cereal, Oatmeal, Cocoa Power (optional), Unflavored Gelatin (you will use 2 packets for each batch of barf). In a frying pan heat ½ cup of applesauce. Add two packets of gelatin. Mix until the gelatin is dissolved in the applesauce. If you are using the optional cocoa powder you would add it at this point. I PREFER IT MADE WITHOUT! Then add *some* oatmeal and *some* raisin bran to make it look like chunky barf. Stir. Remove from heat. Spread the barf out on plate until it has the look you desire. Allow it cool completely then remove it from the plate with a spatula. You can eat it. If you're gross.

(both) The best playdough ever: 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.

(OG2) The best coffee playdough ever: 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!

(OG2) Soothing playdough 5 cups flour, 3 TBS powdered alum (in the spice aisle), ¾ cup salt, 6 TBS oil, 3 cups water, 1 cup (any brand) lavender chamomile baby lotion, Liquid Water Color or food coloring (optional). Mix ingredients. Cook over medium heat until it forms a ball. Remove from heat, knead. If it looks a little sticky while kneading, add some flour (2 TBS or so) and continue kneading.



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

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

A FEW OF OUR FAVORITE THINGS TO PAINT WITH:

- Bath Puffs (you get them every holiday!)
- Blottos (fold over blottos)
- Bubble wrap prints
- Car Tracks (paint with cars on L O N G sheets of paper)
- Cars with Markers Taped to their Butt (the butt of the car people, not the kids!)
- Colored glue designs
- Combs
- Fingerpainting
- Flashlights/Rollerbrush
- Fly Swatters
- Glitter and Glue Designs
- Hat/Helmet Painting
- Lay down on your back and paint with your feet on paper taped to the wall
- Magnetic marble painting
- Massage Tools
- Monoprints (finger paint directly on the table. Make a print with a paper)
- Newspaper brushes (make a brush out of newspaper!)
- Nylon splatters
- Plungers Prints
- Rubberband Brushes
- Shaving Cream Color Transfer
- Squeegie Prints
- Tooth Brushes
- Troll Dolls
- Under the table coloring (put paper up under the under-side of the table. The children will lay down on the floor, on their backs and reach up to color, mark or paint!)



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

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REMEMBER YOU CAN FOLLOW LISA AND OOEY 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