



# Table of Contents



Introduction..... 3  
 Songs for Hands and Feet ..... 4  
 Skills Development..... 9  
     Holding a Writing Implement ..... 9  
     Tracing Tips ..... 9  
     Tracing Practice ..... 10  
     Using Scissors ..... 12  
     Scissors Safety ..... 12  
     Cutting Practice..... 13

## September

Seasonal Tree ..... 14  
     Tree Trunk Top..... 15  
     Tree Trunk Base ..... 16  
 Trees for All Seasons ..... 17  
     Seasonal Tree Patterns..... 18  
 Germs ..... 20  
 Germs Make Me Sick! ..... 21

## October

Ghostly Visitors..... 22  
     Ghost Pattern A ..... 23  
     Ghost Pattern B ..... 24  
 Spiders on a Web..... 25  
 Bats ..... 26

## November

Class Turkey..... 27  
     Turkey Patterns..... 28  
 Turkeys, Turkeys Everywhere..... 30

## December

Holiday Wreath..... 31  
 Menorah ..... 32  
 Reindeer (hands and shoe) ..... 33

## January

Gloves and Mittens ..... 34  
 Thumbprint Animals ..... 35  
     Thumbprint Patterns..... 36  
     Thumbprint Animal Cards ..... 37

## February

“I Love You” ..... 38  
 A New Kind of Heart..... 39  
     Heart Pattern..... 40

## March

In Like a Lion..... 41  
     Lion Face..... 42  
     Lamb ..... 43  
     Lamb Face, Hooves, and Tail..... 44  
     Wind..... 45  
 Shamrocks..... 46  
     Shamrock Patterns..... 47  
 Spring Flowers ..... 48  
     Leaves and Stems ..... 49

## April

Ducks ..... 50  
     Duck Patterns and Song ..... 51  
 Rabbits ..... 52  
     Rabbit Face..... 53  
 Butterfly Cards ..... 54

## May

Animals in the Wild ..... 55  
     Elephant ..... 55  
     Giraffe ..... 56  
     Crocodile..... 57

## June

Sun ..... 58  
     Sun Face ..... 59  
 Fish..... 60  
     Fish Bowl ..... 61

## July and August

Sparkling Fireworks..... 62  
 Eagle ..... 63  
     Eagle Body ..... 64





# Introduction

Why write a book about projects using hands and feet? Simple—it is fun and the materials needed are readily available. The projects cover a wide range of curricular areas and holidays. These suggested activities are not simply “art projects” but will encourage creativity while developing students’ fine motor skills through cutting, tracing and assembling.

The collection of songs and finger plays in the beginning of the book will get younger students’ attention. Each song includes movements that focus on developing fine motor skills. Additionally, the tips for drawing, cutting, and tracing should prove useful for students not yet as skilled as they need to be. Older students may be ready to start right in tracing their hands, shoeprints or footprints and assembling a variety of fun projects.

The activities provided in this book are organized by month. Some of the ideas revolve around holiday decorations while others are seasonal or pertain to typical topics of interest in classrooms. A variety of suggestions for displaying the finished projects are given. Some projects lend themselves to bulletin boards, others to door or window decorations. Still others can be hung from the ceilings. Many of the projects can be displayed as is or can be used as backdrops to highlight student writing or other work.

As educators, you will find many ways to incorporate academics pertinent to your curriculum into these projects. Students should enjoy the personalized touch that each of their prints add to the activities. Have fun!

# Songs for Hands and Feet

## My Hands

*(Traditional)*

My hands upon my head I place,  
On my shoulders,  
On my face.  
Then I hold them way up high,  
Let my fingers fly, fly, fly.  
Clap, clap, clap,  
And a one, two, three!  
See how quiet they can be.



- **Movements:** Encourage students to listen to the song a few times. Do they hear any words that rhyme? What actions might they do while singing? Talk about the suggested actions, and then ask them to add the actions as they sing.

## Head, Shoulders, Knees and Toes

*(Traditional)*

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

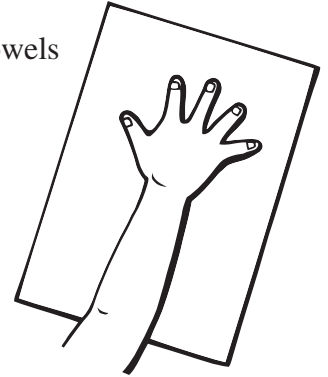


- **Movements:** This song is a great one to sing when students have lots of energy. Have students stand with their hands on their heads to begin. Continue singing, placing both hands on the body parts as they are mentioned. Once students are familiar with the song, add additional body parts. Another variation might be to adjust the speed of the song. Try it very slowly and build up to a rapid rendition. Try singing it loud or in a whisper.

# Trees for All Seasons

## Materials

- brown tempera paint
- cookie sheet with sides
- light blue construction paper
- seasonal tree patterns (pages 18–19)
- newspaper
- hand soap, water, and towels
- painting smocks
- crayons or markers



## Teacher Notes

1. This project (arm trees) can be done four separate times during the year to celebrate the changing seasons. If necessary, all four trees can be made at the same time, dried, and filed away for later use.
2. Adult assistance is suggested when making the arm/hand prints. Students who will be painting should be advised to wear messy clothes or to cover up with smocks or old shirts.

**Alternative:** If painting is not an option, students can trace their hands and arms on brown paper instead. Tracings can be cut out individually, or stacks of paper can be added and cut with assistance.

## Preparation

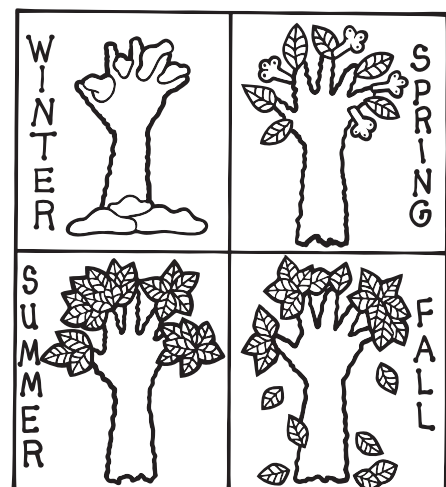
1. Prepare an area for painting and establish a cleanup area close by.
2. Pour a thin layer of brown paint in the cookie sheet and place the tray on newspaper.

## Procedure

1. Explain to students that they will be using their hands and arms to create trees. Their arms, from elbow to wrist, will form the tree's trunk, and their hands, with fingers spread, will be the branches.
2. Place the student's arm, bent at the elbow, in the tray of paint.
3. Have the student spread his or her fingers. Lay the arm, with fingers spread, on a piece of light blue construction paper and press gently (Repeat the process if necessary for additional copies.).
4. Carefully lift the arm straight up off the paper and have student wash his or her arm and hand.
5. Label the student's page and set it aside to dry.
6. Decorate the tree using the patterns and markers or crayons to suit the season.

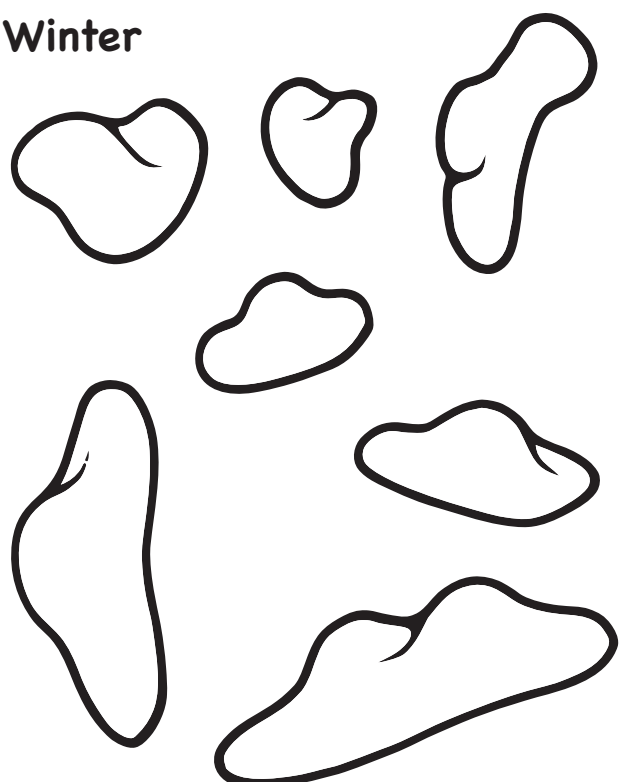
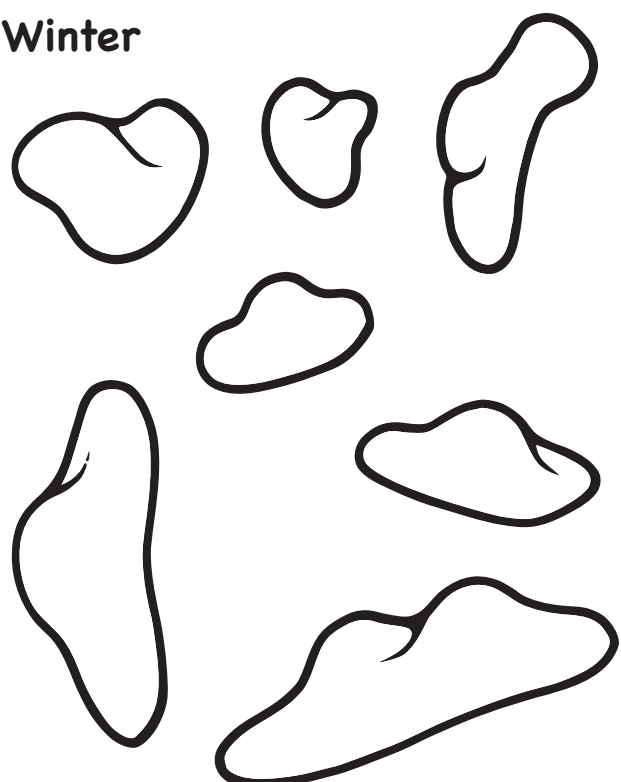


## Display Suggestions

There are many possibilities for displaying these works of art. You may wish to label each student's tree page and display them on a bulletin board for the entire season. Then they can be removed and saved in portfolios until the end of the school year. Another option would be to display subsequent seasons on top of the completed ones. The four can be bound together at the end of the school term creating a book.



# Trees for All Seasons *(cont.)*

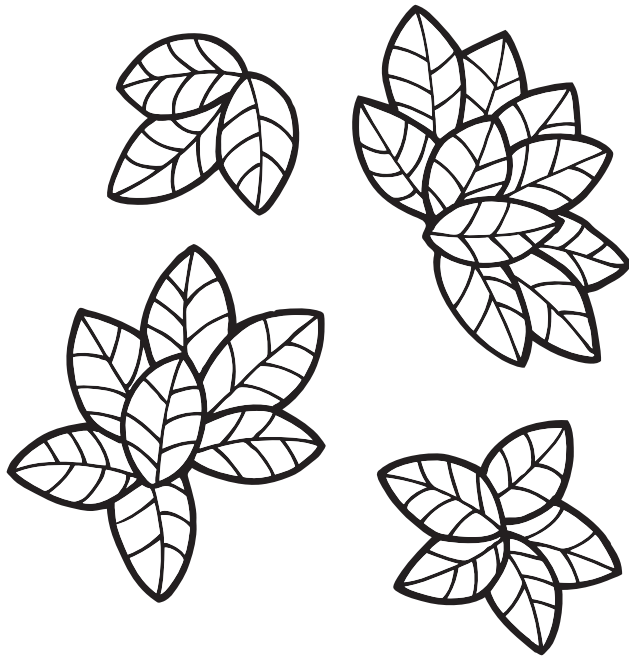
## Seasonal Tree Patterns

<p>Winter</p> 	<p>Winter</p> 
<p>Spring</p> 	<p>Spring</p> 

# Trees for All Seasons *(cont.)*

## Seasonal Tree Patterns *(cont.)*

Summer



Summer



Fall



Fall

