

Skipping Rhymes

(Bill Allan, NLESD)

Miss Susie had a baby
His name was Tiny Tim
She put him in the bathtub
To see if he could swim.

He drank up all the water.
He ate up all the soap.
He tried to eat the bathtub
But it wouldn't go down his throat.

In came the doctor.
In came the nurse.
In came the lady
With the alligator purse.

Out ran the doctor.
Out ran the nurse.
Out ran the lady
With the alligator purse.

And now Tiny Tim
Is home sick in bed,
With soap in his throat
And bubbles in his head.

Cinderella dressed in yella,
Went upstairs to see her fella,
Made a mistake and kissed a snake,
How many doctors did it take?
1, 2, 3, 4, 5...
(Count jumps out loud until jumper stops jumping)

Hot Potato
One potato, two potato, three potato,
Four,
Five potato, six potato, seven potato,
MORE,
(eight, nine, ten, and so on until the jumper reaches preset goal, such as twenty-five, or misses before the goal is met)



Apples, peaches, pears and plums,
Please jump out when your birthday comes,
January, February, March, April, May,
June, July, August, September, October,
November, December? (Everyone starts inside the rope and each student jumps out when their birthday month is called. Reverse it by saying chant again and each student jumps in when birthday month is called.)

Strawberry shortcake, blueberry pie,
Who's gonna be my lucky guy?
A-B-C-D...
(Repeat the letters of the alphabet until the skipper gets caught in the rope. If she gets caught on T, then, your "lucky guy's" name will start with T)

Engine, engine Number 9,
Going down the Chicago Line,
See it sparkle, see it shine,
Engine, engine Number 9.
If the train should jump the tracks,
Will I get my money back?
Yes, no, maybe so...
(Repeat rhyme)

I'm a little Dutch Girl
Dressed in blue,
And these are thing
I like to do:
Salute to the captain,
Bow to the queen,
And turn my back to the submarine.
(skippers can jump out at this point, but really good jumpers would continue with this:
"I can do a tap dance
I can do a split just like this!")

Teddy Bear, Teddy Bear, turn around
Teddy Bear, Teddy Bear, touch the ground.
Teddy Bear, Teddy Bear, show your shoe
Teddy Bear, Teddy Bear, that will do.
Teddy Bear, Teddy Bear, go upstairs
Teddy Bear, Teddy Bear, say your prayers.
Teddy Bear, Teddy Bear, turn out the light
Teddy Bear, Teddy Bear, say good night.

Skipping Rhymes

Camilla Rothe



Skipping Rhymes:

Jump-rope Rhymes Roger D. Abrahams, 2014-02-15 I had a little brother His name was Tiny Tim I put him in the bathtub To teach him how to swim He drank all the water He ate all the soap He died last night With a bubble in his throat Jump rope rhymes chanted to maintain the rhythm of the game have other equally entertaining uses You can dispatch bothersome younger siblings instantly and temporarily You can learn the name of your boyfriend through the magic words Ice cream soda Delaware Punch Tell me the initials of my honey bunch You can perform the series of tasks set forth in Teddy Bear Teddy Bear turn around and find out who really is the most nimble You can even with impunity conk your teacher on the bean with a rotten tangerine This collection of over six hundred jump rope rhymes originally published in 1969 is an introduction into the world of children their attitudes their concerns their humor Like other children s folklore the rhymes are both richly inventive and innocently derivative ranging from on the spot improvisations to old standards like Bluebells cockleshells with a generous sprinkling of borrowings from other play activities nursery rhymes counting out rhymes and taunts Even adult attitudes of the time are appropriated but expressed with the artless candor of the child Eeny meeny miny moe Catch Castro by the toe If he hollers make him say I surrender U S A Though aware that children s play serves social and psychological functions folklorists had long neglected analytical study of children s lore because primary data was not available in organized form Roger Abraham s Dictionary has provided such a bibliographical tool for one category of children s lore and a model for future compendia in other areas The alphabetically arranged rhymes are accompanied by notes on sources provenience variants and connection with other play activities [Old Surrey Singing Games & Skipping-rope Rhymes](#) Alice E. Gillington, 1909 **Library of Congress Subject Headings** Library of Congress, Library of Congress. Subject Cataloging Division, Library of Congress. Office for Subject Cataloging Policy, 2013 **Creative Teaching: English in the Early Years and Primary Classroom** Chris Horner, Victoria Ryf, 2007-06-11 Presenting a range of exciting activities that support the development of creative English lessons within the existing structures of the Foundation Curriculum and the National Curriculum this book is packed full of interactive and creative teaching strategies provides guidance on assessing creative work highlights opportunities for creative literacy activities across the curriculum covers ages 3-11 [Library of Congress Subject Headings](#) Library of Congress. Cataloging Policy and Support Office, 2009 [Library of Congress Subject Headings](#) Library of Congress. Office for Subject Cataloging Policy, 1991 **Library of Congress Subject Headings** Library of Congress. Subject Cataloging Division, 1980 [365 Family Games and Pastimes](#) Martin Toseland, Simon Toseland, 2012-10-31 Remember Blind Man s Bluff Pin the Tail and Murder in the Dark Making daisy chains and collecting conkers And when rainy afternoons meant card games and battleships Jam packed with games and activities for all ages 365 Family Games and Pastimes remembers all the classics we used to love bringing them back for the entire family to enjoy Full of inspiration and thrifty ideas this is an indispensable collection for birthday parties family holidays and everyday fun [A](#)

History of Children's Play Brian Sutton-Smith, 2016-11-11 New Zealand children from 1840 to 1890 were subjected to an unusual combination of agrarian existence and an industrial social philosophy in the newly formed schools. When schools became more universal in the expanding industrial society, a new emphasis on the control of children developed and from 1920 onward adult supervision in the form of heavily organized sports and playgrounds encroached more and more on the untrammelled freedom of the rural environment. Returning to his home country of New Zealand, Brian Sutton Smith documents the relationship between children's play and the actual process of history. Drawing on interviews with hundreds of informants from every province and school district of New Zealand, the author illuminates for the first time the various social, cultural, historical, and psychological context in which children's play occurs. He treats both formal and informal play as well as the play of both boys and girls.

Buying the Wind Richard M. Dorson, 1964 Selection of tales, songs, riddles, proverbs and other items of folklore from seven regional cultures of the U S A

The Journal of Health and Physical Education, 1933

Journal of Health, Physical Education, Recreation, 1933

Let's Read! Let's Talk! Let's Write! Let's Pretend! (ENHANCED eBook) Judy Nyberg, 2008-03-01 Reading and writing are the most important skills a child acquires during his or her lifetime and it all begins in the early childhood classroom where creative play, discovery and time to explore are at the heart of a developmentally appropriate and child centered curriculum. Striking a balance between these often competing priorities can challenge even the most experienced educator.

101 Playground Games Thérèse Hoyle, 2021-06-06 101 Playground Games is a collection of active and engaging school playground games that will encourage active learning and social development among children at playtime. This second edition has been updated to include a wealth of new games from around the world. The school playground plays a crucial role in developing all aspects of children's behaviour and interpersonal learning and yet there is a growing awareness that children today do not play in the same sociable ways as previous generations. Encouraging children to play games can be hugely beneficial not only for their physical health but also for their social, emotional and mental health. This brilliant resource includes a practical toolkit of photocopiable and downloadable materials along with clear instructions for adults on how to organise a range of different types of games including traditional games, chasing and catching games, singing and dancing games, skipping games and rhymes, parachute games, quiet games, co-operative games. Ideal for teachers, lunchtime supervisors, breakfast and after school club leaders as well as group leaders for organisations such as scouts or guides to promote lively and enjoyable games, this book is particularly suited to children aged 5-11 years but can easily be adapted for older children. 101 Playground Games is a book that will make any playtime a richer experience for all.

Poetry Goes to School Bob Barton, David Booth, 2003 Learn how to create a culture of poetry that demonstrates the power of words and strengthens the language lives of children. Poetry Goes to School is a comprehensive resource for teachers who want to fill their classrooms with poetry. The authors have expanded the territory covered in their previous book Mother Goose Goes to School. In this rich collection they have gathered

and classified a remarkable collection of poetry and teaching strategies into a meaningful manageable program The book is organized around eight inviting units patterns word play nursery rhymes ceremonies images voices stories and information Each unit contains a description of the genre inviting lessons and tools for using them in classrooms sample poems to motivate language discussion ideas for exploring all forms of poetry with children Teachers can select from the wide range of response activities that will involve the children in reading writing role playing and the arts Assessment techniques for supporting the poetry program complement this inviting resource Anna Banana Joanna Cole,1989-04-18 How many times can you jump rope This rhyme makes the game of rope jumping even more fun It s a counting rhyme and there are lots of others like it There are also red hot pepper rhymes for jumping very fast and rhymes for jumping in and out of the rope There are even fortune telling rhymes that answer questions and help you predict the future The rhymes in this book began as a way to keep the rhythm while jumping rope but they also lent poetry and humor to the game Here are over one hundred traditional rhymes that will make rope jumping challenging and best of all fun *Topic Work in the Early Years* Joy Palmer,2002-11 First published in 1993 Routledge is an imprint of Taylor Francis an informa company Lightning Yr3/P4: Non Fiction Book 1 You're It! Pearson Education,2003-01-06 Lightning provides 32 books with 3 levels of differentiation per book whole texts that provide NLS genre coverage linked themes across fiction non fiction and the wider curriculum focussed teaching support for each book including comprehension and writing activities and a teaching and practice CD that provides opportunities for ICT *Jump Rope Rhymes* ,1998 A book of 67 jump rope rhymes attached to 8 feet of high quality multi coloured non kinking practically indestructible jump rope deluxe All the classic jump rope rhymes and games plus a few that might be new to you including Counting Jumps Hot Pepper Jumps and Jump In And Join Me Jumps **Changing Play: Play, Media and Commercial Culture from the 1950s to the Present Day** Jackie Marsh,Julia Bishop,2013-10-16 This book explores changes in the nature of the relationship between play media and commercial culture through a comparison of play in the 1950s 60s and the present day examining the continuities and discontinuities in play over time There are many aspects of play which remain the same today as they were sixty years ago which relate to the purposes of play the way in which children weave in material from a range of sources in their play including media and how they play with each other Differences in play between now and the mid twentieth century are due to the very different social and cultural worlds children now inhabit in which technology is central to many play activities Challenging deficit notions of play in contemporary society and providing evidence to contest the recurrent myth of the disappearance of play the book Provides an historical account of changes in the relationship between play media and commercial culture over the past sixty years Offers fascinating illuminating and direct accounts of children playing in the 1950s 60s and today Engages with the work of the renowned folklorists Iona and Peter Opie and reviews their legacy Addresses key issues such as outdoor play technology and play and gender and play Changing Play recovers the groundbreaking work of Iona and Peter Opie making it relevant

and consequential for the contemporary study of children play and media cultures Marsh and Bishop convincingly demonstrate how children's play practices when approached on their own terms exhibit a persistent dynamism that cannot and should not be reduced to simple exclamations of panic or celebration Daniel Thomas Cook Department of Childhood Studies Rutgers University USA Using the work of Iona and Peter Opie as a benchmark *Changing Play* tracks the continuities in children's play and the changes that have taken place over the past half century The research juxtaposes the memories of children who grew up in the 1950s and 1960s with observations of and conversations with today's children in Sheffield and London in doing so it allays much of the current anxiety about consumption and the media Timely and topical *Changing Play* will find its place alongside the Opies classic volumes Hugh Cunningham University of Kent UK Author of *The Invention of Childhood* This important new text challenges the prevailing view that children's play has been contaminated by access to digital technologies In exploring accounts of children's play from the 1950s and 60s to the present day against the backdrop of rapid changes within media and commercial markets the authors skillfully reveal the particular ways in which children's play has changed and stayed the same In so doing they invite the reader to reject romantic notions of lost childhoods and embrace the realities and richness of children's play in the 21st century I highly recommend this book Professor Trisha Maynard Director Research Centre for Children Families and Communities Canterbury Christ Church University UK

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