

BANANAS HANDOUT

Why Fingerplays?

Fingerplays are fun and beneficial for children and their teachers. Whether sung or recited, they help children work on small muscle coordination (in the use of fingers, eyes, toes, etc.) and on the beginnings of memorization, rhythm and rhyming. They also help children prepare for listening to stories by helping them concentrate and allowing them to participate actively in the telling of a tale. For the teacher (whether at home or school), fingerplays are a great way to use the time while waiting for the slower or more “antsy” children to assemble for storytime or any other group activity. In addition, fingerplays can help calm down a group which has gotten too high . . . a technique we all need sooner or later!

– Gay Austin

Clap Your Hands

Carry out action indicated by rhyme. Other actions are possible, such as “wiggle your nose,” “touch our ears,” “make a fist” . . .

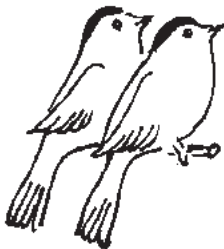


Clap your hands, clap your hands
Clap them like me
Touch your shoulder, touch your shoulder
Touch like me
Tap your knee, tap your knee
Tap like me
Shake your head, shake your head
Shake like me
Clap your hands, clap your hands
Now let them quiet be.

(Good game for transitions and teaches the parts of the body.)

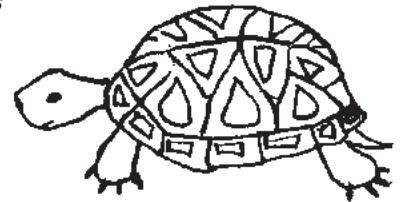
Five Little Chickadees

Five little chickadees peeping at the door
One flew away then there were four
Four little chickadees sitting in a tree
One flew away and then there were three
Three little chickadees looking at you
One flew away and then there were two
Two little chickadees sitting in the sun
One flew away and then there was one
One little chickadee left all alone
One flew away and then there were none.
(Done simply with one hand; teaches subtraction.)



The Turtle

There was a little turtle
He lived in a box
(Cup hands together to make turtle)
He swam in a puddle
(Make a circular motion as if in a puddle)
He climbed on the rock
(Climb over fingertips or rock)
He snapped at a mosquito
(Make snapping motion by raising & lowering fingers)
He snapped at a flea
He snapped at a minnow
He snapped at me!



He caught a mosquito
(Clap & unclap as if catching something)
He caught a minnow
He caught the flea
But he did not catch me!
(Point to self)
(Teaches about nature and encourages imagination.)

The Eency Weency Spider

The eency weency spider
Went up the water spout
*(use index and thumb to move up
an imaginary spout)*
Down came the rain
And washed the spider out
(lower arms in a dramatic sweep)
Out came the sun
And dried up all the rain
(lift arms above head to form circle)
And the eency weency spider
Went up the spout again.
(imitate climbing)



La Araña Pequeñita

La araña pequeñita
Subió, subió, subió
Vino la lluvia
Y se la llevó
Salió el sol
Y todo lo secó
Y la araña pequeñita
Subió, subió, subió.
*(Teaches hand coordination, Spanish version
helps native English-speaking kids appreciate
other cultures and lets native Spanish speakers
feel more at home.)*



Head and Shoulder

Head and shoulder
Knees and toes, knees and toes
Head and shoulder
Knees and toes, knees and toes
Eyes and ears and mouth and nose
Head and shoulder
Knees and toes, knees and toes.
*(Sung to the tune of "There is a Tavern
in the Town." Point to mentioned body
parts. Try singing the song & doing the
movements faster and faster.
Teaches body parts in English, Spanish
or any other language you may use.)*

Cabeza y Hombros *(Head and Shoulder in Spanish)*

Cabeza y hombros
Rodillas y dedos, rodillas y dedos
Cabeza y hombros
Rodillas y dedos, rodillas y dedos
Ojos y orejas y boca y nariz
Cabeza y hombros
Rodillas y dedos, rodillas y dedos.

Chocolate, Chocolate

Uno, dos, tres, Cho
Uno, dos, tres, Co
Uno, dos, tres, La
Uno, dos, tres, Te
Chocolate, Chocolate
Bate, Bate Chocolate.
*(Imitate stirring hot choco-
late with a special utensil
called a "molinillo," which
is held between the palms
and rotated back and forth.
Try singing the song faster
and faster.)*

Ten Fingers

I have ten fingers
(raise both hands)
And they all belong to me
(point to self)
I can make them do things
Would you like to see?
I can shut them up tight
(make fists)
I can open them wide
(open hands)
I can put them together
(place palms together)
I can make them all hide
(put hands behind back)
I can make them jump high
(hands over head)
I can make them jump low
(touch floor)
I can fold them up quietly
(fold hands in lap)
And hold them just so.
(Good for transition.)



Where is Thumbkin? *(Sung to the tune of "Are you sleeping")*

Where is Thumbkin? Where is Thumbkin?
(hide arms behind back)
Here I am. Here I am.
(one after the other, thumbs appear and greet each other)
How are you this morning?
Very well, I thank you.
Run and play. Run and play.
(hide hands behind back)
*(Continue with remaining fingers: where is pointer, tall one, ring finger,
pinky. For fun, paint little faces on the finger tips.)*

Pulgarcito *(Sung to the tune of "Are you sleeping")*

Pulgarcito, pulgarcito
(hide arms behind back)
Cómo estas? Cómo estas?
(thumbs appear and greet each other)
Muy bien, gracias. Muy bien, gracias.
Y usted? Y usted?
(The more informal pronoun "y tu?" can also be used.)