

Educational Activities, Inc. Presents...

FINGERPLAY FUN!

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INTRODUCTION

WHAT ARE FINGERPLAYS?

They are short poems and songs with actions for children to do with their fingers. They're not new — in fact, they have been around since the times of ancient China and Rome.

WHY DO FINGERPLAYS?

For several reasons — children love to do them, they are part of the child's heritage of folk literature, and they make up a natural part of an early childhood classroom. They are useful and valuable not only for relaxation, getting the children's attention, bridging the gap between activities, and profitably using extra minutes of time, but also for helping develop:

- finger and hand control and coordination.
- auditory sequencing.
- memory training.
- concentration.
- good oral language habits.
- vocabulary.
- concepts included in the verses, such as body parts, numerals, ordinals, directionality, and laterality.

HOW DO YOU USE THE RECORDING?

Notice that there are *two* bands for each fingerplay. The first is an INSTRUCTION band. Replay it as often as needed for students to practice and learn the actions.

Then play the PERFORMANCE band, recorded at tempos used by early childhood classes. This band is purposely separate, since you will not need to use the instruction band after students learn the fingerplay.

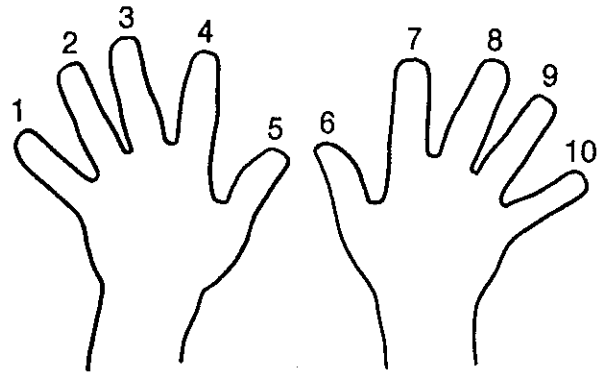
HOW DO YOU "SET THE STAGE"?

Familiarize yourself with the fingerplay you're going to use. Sit with the class *close to the record or cassette player* so that you can readily replay a selection.

Teach along with the recording, helping students by *modeling* the fingerplay for them. Sit facing them and do the actions with the opposite hand so that children will be *mirroring* your movements and using the correct hand. Explain that children will be *mirroring* you.

Preteach concepts used in the fingerplays, such as:

- folding hands in lap, fingers intertwined.
- left and right (children can put a rubber band on their right wrist to help them remember).
- names given to fingers:
 - 1 — Thumb
 - 2 — Pointer (or index) finger
 - 3 — Tall (or middle) finger
 - 4 — Ring finger
 - 5 — Little finger
- holding palms forward and counting fingers from left to right.



Choose fingerplays *suited* your students' abilities and interests (from the short, easy "Open Them, Shut Them" to the harder "Pinocho"). Feel free to *modify* words or actions.

HOW CAN YOU "EXTEND" THE FINGERPLAYS?

Use the fingerplays in various appropriate areas of your curriculum, such as language, math, social studies, safety, and science.

Use them as the basis for related activities, for example:

- dramatizations and acting out.
- chart-reading lessons.
- art work — illustrations, models, collages, etc.
- puppets — finger ring puppets, puppets made with tongue depressor sticks or paper bags, etc.
- flannelboard figures.
- magnetboard manipulatives.
- creative work — children's original stories, poems, booklets, songs, dances, etc.

Read some standard fingerplay books for further ideas —

- *Finger Play* by Mary Miller and Paula Zajan (New York: Schirmer, 1955)
- *Let's Do Fingerplays* by Marion Grayson (Washington, D.C.: Robert B. Luce, 1962)
- *Rhymes for Fingers and Flannelboards* by Louise Binder Scott and J.J. Thompson (St. Louis: Webster, 1960)

ABBREVIATIONS USED:

- L — left
- LH — left hand
- R — right
- RH — right hand

FINGERPLAYS

OPEN THEM, SHUT THEM

Open them, shut them,
(Stretch out fingers, close hand into little ball)

Open them, shut them,
(Repeat actions)
 Give a little clap.
(Clap hands once)
 Open them, shut them,
(Stretch out fingers, close hand into little ball)
 Open them, shut them,
(Repeat actions)
 Fold them in your lap.
(Fold hands in lap)

GRANDMA'S GLASSES

These are grandma's glasses;
(Make circle with each hand and hold in front of eyes)
 This is grandma's cap.
(Touch fingers together on top of head)
 This is grandma's knitting ball;
(Fold hands in front of self)
 She holds it in her lap.
(Place folded hands in lap)

These are grandpa's glasses;
 This is grandpa's cap.
 This is how he folds his hands
 And puts them in his lap.
(Repeat all above actions)

FIVE LITTLE ROBOTS

Five little robots standing in a row.
(Move RH up and down)
 The first little robot stubbed his toe;
(L index finger points to R thumb)
 The second little robot said, "Oh, oh, oh!";
(Point to R index finger)
 The third little robot laughed and was glad;
(Point to middle finger)
 The fourth little robot cried and was sad;
(Point to ring finger)
 The fifth little robot, so helpful and good,
(Point to little finger)
 Ran for the doctor as fast as he could.
(Move RH up and down very fast)

STOP, LOOK, AND LISTEN

Stop!
(Hold up one hand, palm forward)
 Look!
(Place hand over eyes)
 And listen!
(Place hand behind ear)
 Before you cross the street.
(Shake index finger)
 Use your eyes,
(With both hands, point to eyes)
 Use your ears,
(Point to ears)
 And then use your feet.
(Point to feet)

MY HANDS UPON MY HEAD

My hands upon my head I place,
(Place hands on head)
 On my shoulders, on my face;
(Place hands on shoulders, then on face)
 On my hips and at my side,
(Place hands on hips, then at sides)
 Then behind me they will hide.
(Hide hands behind back)
 Now I raise them up so high,
(Stretch hands overhead)
 Make my fingers quickly fly.
(Flutter fingers fast)
 Now I clap them one, two, three;
(Clap three times)
 Then I fold them quietly.
(Fold hands in lap)

TEN LITTLE INDIANS

One little,
(LH up, palm forward. R index finger points to little finger of LH)
 Two little,
(Point to L ring finger)
 Three little Indians;
(Point to middle finger)
 Four little,
(Point to index finger)
 Five little,
(Point to thumb)
 Six little Indians;
(RH up, palm forward. L index finger points to R thumb)
 Seven little,
(Point to R index finger)
 Eight little,
(Point to middle finger)
 Nine little Indians;
(Point to ring finger)
 Ten little Indian boys.
(Point to little finger)



John Brown had a little Indian,
 John Brown had a little indian,
 John Brown had a little Indian,
 One little Indian boy.
(Clap and sway)

MR. LEFT AND MR. RIGHT

This is Mister Left,
(Hold up L thumb)
 This is Mister Right.
(Hold up R thumb)
 They have two little houses just alike.
(Move both hands up and down)
 Mister Left says, "Hi, there!
 How are you tonight?"
(Wave L thumb)
 Mister Right says, "Hi, there!
 I'm all right!"
(Wave R thumb)
 So arm in arm, off they go.

They talk and talk, fast and slow.
(Link thumbs and move hands about)
 Back they come and wave goodnight,
(Wave both thumbs)
 Go in their houses out of sight.
(Put thumbs inside fists)

EENCY WEENCY SPIDER

The eency weency spider
 Went up the water spout.
(Fingers imitate spider climbing up, i.e., touch each thumb and opposite pointer finger alternately together)
 Down came the rain
(Wiggle fingers and move hands down)
 And washed the spider out.
(Swish hands sideward)
 Out came the sun
 And dried up all the rain,
(Make circle overhead with arms)
 And the eency weency spider
 Went up the spout again.
(Fingers imitate spider again)

JACK IN THE BOX

Jack in the Box,
 Oh, so still,
(Make one hand into fist and put other hand flat on top of it)
 Will you come up?
(Hands remain in position)
 "Yes, I will!
(Fist opens and pops up, pushing other hand aside)
 How do you do?"
(Bend hand over at wrist)
 (Note: Act this out also. In lines 1-3, children squat down, hands over head. Line 4: Stand up. Line 5: Bow.)

TEN LITTLE FINGERS

I have ten little fingers
(Hold up both hands, fingers outstretched)
 And they all belong to me.
(Point to self)
 I can make them do things —
 Would you like to see?
(Make fingers and hands do tricks)
 I can shut them up tight
 Or open them wide.
 I can hold them in front
 Or make them all hide.
 I can hold them up high,
 I can put them down low,
 I can fold them quietly
 And hold them just so.
(Do actions indicated by words)

FIVE LITTLE CHICKADEES

Verse: Five little chickadees peeping at the door,
(Move RH and fingers)
 One flew away and then there were four.
(Put down thumb)

Chorus: Chickadee, chickadee, happy and gay.
(Move remaining fingers)
 Chickadee, chickadee, fly away.
(Fingers fly behind back)

Four little chickadees sitting in a tree,
(Hold up RH, four fingers up)
 One flew away and then there were three.
(Put down index finger)
 (Repeat chorus)

Three little chickadees looking at you,
(Hold up RH, three fingers up)
 One flew away and then there were two.
(Put down middle finger)
 (Repeat chorus)

Two little chickadees sitting in the sun,
(Hold up RH, two fingers up)
 One flew away and then there was one.
(Put down ring finger)
 (Repeat chorus)

One little chickadee sitting all alone,
(Hold up RH, little finger up)
 He flew away and then there were none.
(Put down little finger)
 (Repeat chorus)

PINOCHO

Note: This is recommended for more mature classes. The teacher should sit with back to children and hold up both hands for them to follow and model. Preteach the Spanish words used —

Pinocho (pee-no-cho) — Pinocchio
 Pin (peen) — finger
 Uno (oo-no) — one
 Dos (dough-ss) — two
 Tres (trehs) — three
 Cuatro (qua-tro) — four
 Cinco (seen-ko) — five
 Seis (say-ss) — six
 Siete (see-eh-teh) — seven
 Ocho (oh-cho) — eight

Pin uno,
(Hold up LH, palm forward, fingers outstretched and thumb hidden. R index finger points to L little finger)

Pin dos,
(Point to ring finger)

Pin tres,
(Point to middle finger)

Pin cuatro,
(Point to index finger)

Pin cinco,
(RH up, palm forward, thumb hiding. L index finger points to R index finger)

Pin seis,
(Point to middle finger)

Pin siete,
(Point to ring finger)

Pin ocho —
(Point to little finger)

PINOCHO!

