

by Rosemary Hallum, Ph.D. and Henry "Buzz" Glass



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INTRODUCTION

Fingerplays—little action songs and verses involving movements of the fingers—are one of the joys of childhood. They have been beloved by children for centuries. In fact, their history extends back beyond Greece and Rome to ancient China.

This fingerplay collection is a little different because it also includes some "footplays," that is, action verses involving simple, controlled movements of the feet.

Fingerplays and footplays are very flexible and useful. They can be done in different ways:

- Seated on the floor Indian fashion with legs crossed
- Sitting in chairs, at the children's tables or desks
- For the footplay selections, seated on the floor with knees bent and feet flat on the floor, to allow for a little freer motion of the feet.

Many can also be done standing, as an action game.

These little rhymes are more than just fun. They're a valuable learning experience. They help children to do many things:

- Use their small muscles
- Observe and listen
- Follow a model
- Associate words with their meanings
- Coordinate speaking with actions
- Remember sequences and patterns
- Develop a "feel" for the rhythm and melody of language
- Develop good oral language habits
- Develop concepts such as body parts, numerals, ordinals, directionality, and laterality
- Expand their vocabulary

Finger & hand control & coordination

Concentration

Memory training

Auditory sequencing

Choral speaking

Cognitive development

Last but certainly not least, fingerplays and footplays are immeasurably useful in the daily life of the classroom —

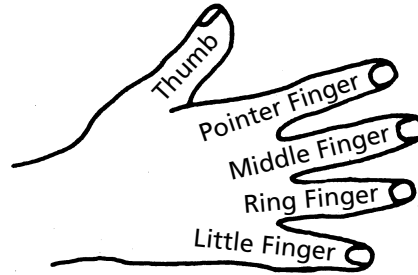
- Getting children's attention without raising your voice
- Setting a positive, happy mood
- Bridging the gap between activities
- Relaxation
- Profitably using extra minutes of time

Once you get into the habit of using fingerplays and footplays, you'll wonder how you ever got along without them!

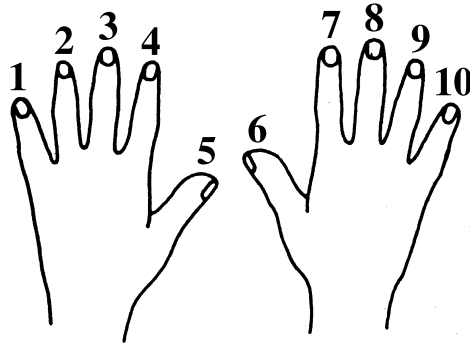
This collection is designed as a follow up to the *Fingerplay Fun* album by Rosemary Hallum. In answer to teacher requests, it includes a balance of the traditional and the new, structured and creative, presented in an up-to-date style to fit the interests and needs of today's children. The whole spectrum of fingerplays is represented, from those using minimal actions of the fingers and hands (Ex: "Two Little Blackbirds") to those using actions of the fingers and hands, plus arms and legs (Ex: "Johnny Works with One Hammer").

TIPS ON HOW TO USE THIS RECORDING

- ⇒ FAMILIARIZE yourself thoroughly with the fingerplay or footplay first, so that you're sure of it before you present it to others.
- ⇒ SET THE STAGE for the children. Include a little preparation for the activity by telling what it's about.
- ⇒ PRETEACH briefly any key actions or concepts involved, such as:
 - Folding hands in lap
 - Left hand and right hand (this concept can use regular review!)
 - Names given to the fingers



- Holding palms forward and counting fingers from left to right



- ⇒ MODEL the fingerplay/footplay for your students. Do it first as they watch. Be enthusiastic and expressive—your involvement will spark theirs! Speak a shade slower than you would in adult conversation, to accommodate the children's reaction time—generally, the younger the children, the more slowly they react.

It's easy to do the activities, since they're all relatively short and since the instructions that follow each line of the verses are simple and often quite self-evident. Instructions tell what the children are to do. Sit FACING the children and do the actions with the opposite hand. Children will be MIRRORING you. For example, when you use your left hand, they are using their right. You may wish to explain mirroring to the children.

- ⇒ DISCUSS with the children how to move their feet in the footplay verses:
 - Softly
 - In their own space, close to their own body
 - Not touching others
- ⇒ SIT CLOSE TO THE RECORDING, if possible, so that you can replay a selection or go to another one without wasting time or losing class control.

⇒ USE YOUR CREATIVITY. You, the teacher, are the key person in the classroom. Use your skill, experience, and knowledge of your students in presenting the fingerplays/footplays, for example:

- Selecting ones suitable for your students' maturity, abilities, and interests
- Using ones appropriate to your centers of interest or curriculum areas
- Choosing when to use the fingerplays/footplays
- ADAPTING the words or actions (as is traditionally done with folk literature)
Ex: Making them simpler or more challenging
Changing them to fit holidays or seasons
Personalizing them by inserting names of the children

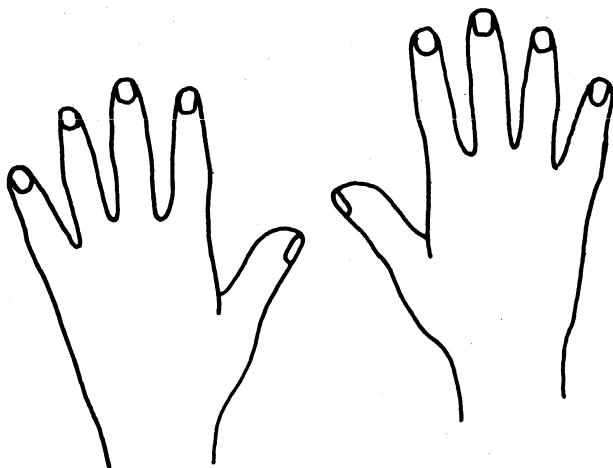
⇒ EXTEND the activities after children are familiar with them. You can get a lot of mileage out of using fingerplays/footplays as the impetus or basis for related activities, for example:

- Rhythms
- Action songs and games (see "New Shoes")
- Role-playing or dramatization (see "Two Little Blackbirds")
- Art (pictures, models, dioramas, etc.)
- Puppets (especially finger ring, stick, and bag puppets)
- Flannelboard or magnetboard manipulatives
- Class experience stories
- Chart-reading lessons
- Creative work (children's original stories, poems, songs, dances, etc.)

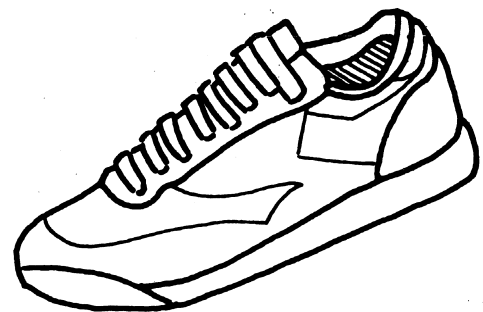
⇒ ENCOURAGE CHILDREN'S INDEPENDENCE in saying the verses, for example:

- Let children say them without the teacher's verbal help. You may do the motions (but not the words) to help the class stay together.
- Let children take turns to "be teacher" and lead the group in saying the verse.

⇒ ENJOY!



Indicates Fingerplay



Indicates Footplay

PENGUINS



Verse 1. *One little penguin said to another,*
(With hands in fist position, wag fingers down and up)

Tell your sister, tell your brother,
(Wag fingers of both hands)

We're going to go for a walk today,
(Point to self)

Won't you come and play?
(Do beckoning motion with hands)

Chorus: *Walk and walk and do some walking,*
Walk and walk and do some walking,
Walk and walk and do some walking,
(With arms at sides and wrists lifted, lean from side to side)

That's the way to do it.
(Clap 6 times)

Verse 2. *Rabbit. . . hop*
(Place hands by head like rabbit ears and bounce body as if hopping)

Verse 3. *Elephant. . . run*
(Interlock fingers and swing arms like an elephant trunk)

Verse 4. *Turtle. . . swim*
(Do swimming motion with arms)



—Henry "Buzz" Glass and Rosemary Hallum

TEACHER:

To do this as a footplay, sit with knees bent and feet flat on the floor. Feet do appropriate actions on each verse

1. Walk
2. Hop (actually a jump with feet together)
3. Moderate running steps
4. Lift alternate knees and step

Also do this standing, as a circle action game.

Lines 1-2: Stand, all facing center and doing the actions.

Lines 5-8: Do the actions moving counterclockwise around the room.

Continue.

When doing this activity without the recording, children may add verses of their own, for example:

- Butterfly—fly
- Kangaroo—jump
- Horsie—trot
- Spider—crawl

Children also enjoy extending this as a sound game, reminiscent of Old MacDonald. Insert the name of a different animal on each verse (doggie, kitten, chicken, lion, etc.) and the animal's sound in the chorus.

Ex: One little *piggy* said to another,
Tell your sister, tell your brother,
We're going to do some *oinks* today,
Won't you come and play?
Oink, oink, oink-oink-oink, etc.

TWO LITTLE BLACKBIRDS



Two little blackbirds sitting on a hill,
(Hold up both fists, thumbs raised; move hands rhythmically down and up)

One named Jack
(Wiggle L thumb)

And the other named Jill.
(Wiggle R thumb)

Fly away Jack,
(Wiggle fingers of LH as RH hides behind back)

Fly away Jill,
(Repeat action with RH)

Come back Jack,
(Wiggle fingers of LH as it returns to original position)

Come back Jill,
(Repeat action with RH)

Two little blackbirds sitting on a hill,
(Repeat action of line 1)

One named Jack
(Wiggle L thumb)

And the other named Jill.
(Wiggle R thumb)

TEACHER:

- To make the fingerplay more active, do this:
 - Line 1:** Hold up both hands, palms forward, fingers together and thumb separate from fingers, mimicking a bird shape
 - Line 2:** Wiggle LH up in air and down again
 - Line 3:** Repeat action with RH
 - Line 4:** Wiggle whole hand as LH flies behind back
 - Etc.
- To do the song as an action game, divide the class into two groups: "Jack" and "Jill."
 - Line 1:** Groups sit facing each other
 - Line 2:** "Jack" stands up, then sits again
 - Line 3:** "Jill" stands up, then sits again
 - Line 4:** "Jack" flies away to predetermined location (or just back a few steps)
 - Line 5:** "Jill" flies away
 - Line 6:** "Jack" flies back to place
 - Line 7:** "Jill" flies back to place
 - Lines 8-10:** Repeat actions of lines 1-3.

FOOTPLAY



1. *The toe bone's connected to the foot bone,*
(Hand taps L toe, then L foot)

The foot bone's connected to the ankle bone,
(Hand taps L foot, then L ankle)

The ankle bone's connected to the leg bone,
(Hand taps L ankle, then L leg)

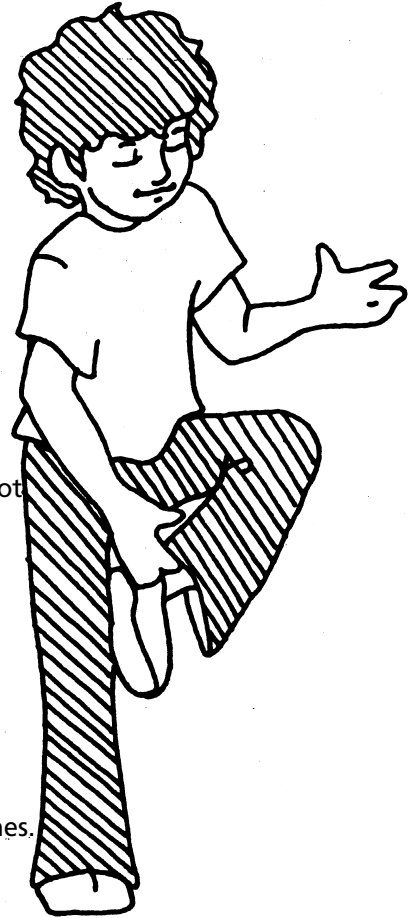
That moves my feet around.
(Continue tapping leg bone)

My feet can move 'most anywhere,
(Move feet around on floor near self)

On the floor or in the air,
(Move feet on floor; on word "in" lift one foot
on word "air" lift other foot)

They can go forward and come right back,
(*"Walk"* feet forward, then back)

Move in a circle around the track.
(*"Walk"* feet in small circle)
2. Repeat all, pointing to R toe/foot/ankle/leg bone.
3. Repeat all, pointing to both toes/feet/ankles/leg bones.



—Henry "Buzz" Glass and Rosemary Hallum

TEACHER:

- Have children sit with their knees bent and feet flat on the floor. Talk about how and where their feet should move
(gently, not hard or loud; close to their own body, not touching others).
- Also do this standing, as an action game. In lines 1-4, point instead of tapping.

PEANUT BUTTER



CHORUS:

Péanút, péanut bútter,
(Shake hands rhythmically at R side of body four times, as indicated by the accent marks)

(Whispered) Jélly!
(Shake hands once at L side of body)

Peanut, peanut butter,
(Whispered) Jelly!
(Repeat same actions)

VERSE 1.

First you take the peanuts
And you mash 'em, you mash 'em,
(Mash fist into palm of other hand)

First you take the peanuts
And you mash 'em, you mash 'em.
(Continue mashing action)

REPEAT CHORUS

VERSE 2.

Then you take the peanuts
And you mix 'em, you mix 'em,
(Pretend to stir and mix peanuts)
Then you take the peanuts
And you mix 'em, you mix 'em.
(Continue mixing actions)

REPEAT CHORUS

VERSE 3.

You take the peanut butter
And you spread it, you spread it,
You take the peanut butter
And you spread it, you spread it.
(Pretend to spread peanut butter on bread)

REPEAT CHORUS

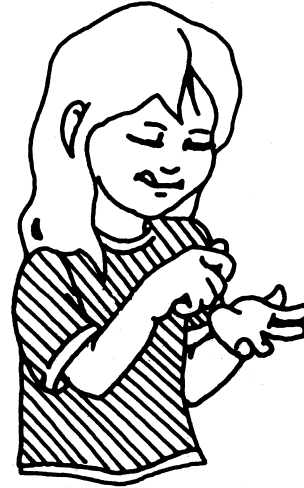
VERSE 4.

Then you take the grapes
And you squish 'em, you squish 'em,
Then you take the grapes
And you squish 'em, you squish 'em.
(Pretend to squish grapes)

REPEAT CHORUS

TEACHER:

- This fingerplay action song can be great fun, especially if children say the verse dramatically, with emphasis on the key words, such as "spread" and "eat."



VERSE 5.

Then you take the jelly
And you spread it, you spread it,
Then you take the jelly
And you spread it, you spread it.
(Pretend to spread jelly)

REPEAT CHORUS

VERSE 6.

Then you take the knife
And you cut it, you cut it,
Then you take the knife
And you cut it, you cut it,
(Pretend to cut sandwich with knife)

REPEAT CHORUS

VERSE 7.

Then you take the sandwich
And you eat it, you eat it,
Then you take the sandwich
And you eat it, you eat it.
(Pretend to eat sandwich)

REPEAT CHORUS, saying the words with lips sealed, as if they are stuck together with peanut butter.

MM MM, MM-MM MM-MM,
Mm-mm!
MM MM, MM-MM MM-MM,
Mm-mm!

NEW PEASE PORRIDGE HOT



Verse:

Pease porridge hot,
(Slap thighs, clap hands, extend palms forward as if clapping a partner's hands)

Pease porridge cold,
(Repeat actions)

Pease porridge in the pot,
Nine days old.
(Slap sides of legs)

Some like it hot,
Some like it cold,
Some like it in the pot
Nine days old.
(Repeat actions of lines 1-4)

Chorus:

One finger, two fingers,
(Hold up LH, palm forward and fingers outstretched; R index finger points to L little finger and ring finger)

Three fingers, four,
(Point to middle finger and index finger)

Five fingers, six fingers,
(Point to thumb; hold up RH, L index finger points to R thumb)

Seven fingers more,
(Point to index finger)

Eight fingers, nine fingers,
(Point to middle finger and ring finger)

This makes ten,
(Point to little finger)

Hold them up
(Push hands forward three times)

And start again.
(Clap three times)

REPEAT VERSE AND CHORUS.
Ending two lines are:

Hold them tight
(Clasp hands together)

And here's the end.
(Fold hands in lap)

—Adaptation by Henry "Buzz" Glass

TEACHER:

- Also do this standing, like a no-partner action game.
- Older students may face each other and do the regular Pease Porridge actions on the verse.

I'M A LITTLE TEAPOT



VERSE 1.

*I'm a little teapot,
(Point to-self)*

*Short and stout,
(Round arms and touch fingertips together in front of body)*

*Here is my handle,
(Place L fist on hip)*

*Here is my spout.
(Bend R elbow, raise forearm, and lower wrist)*

*When I get all steamed up,
Hear me shout,
(Remain in same position and nod head)*

*Tip me over
And pour me out!
(Tip sideways in direction of extended arm)*

VERSE 2.

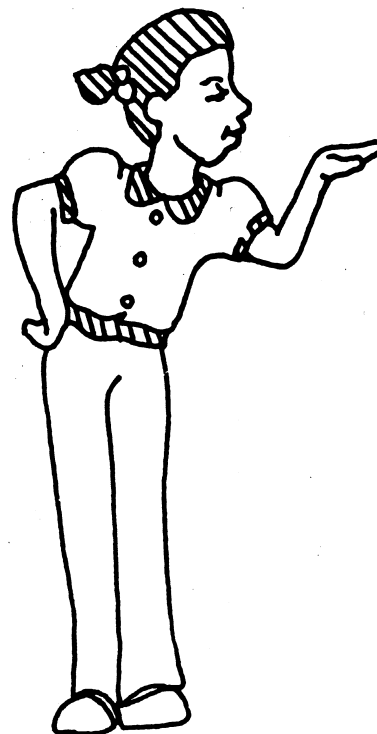
*I'm a very special
Pot, it's true,
(Point to self)*

*Here, let me show you
What I can do.
(Shake index finger)*

*I can change my handle
(Place R fist on hip)*

*And my spout,
(Bend L elbow, raise forearm, and lower wrist)*

*Tip me over
And pour me out!
(Tip sideways in direction of extended arm)*



TEACHER:

- After children are familiar with the verses and actions, they will enjoy doing this as a partner game:

CHORUS 1: Partner #1 does regular actions. Partner #2 stands by #1's L side, and on the words "Tip me over" puts hand inside partner's crooked elbow to "pour him/her out."

CHORUS 2: Reverse places.

THE WHEELS ON THE BUS



1. *The wheels on the bus go round and round,
Round and round, round and round,
The wheels on the bus go round and round,
All through the town.*
(Roll hands over each other)
2. *The doors on the bus go open and shut,
Open and shut, open and shut,
The doors on the bus go open and shut,
All through the town.*
(Hold palms forward and turn hands out and in)
3. *The money on the bus goes clink, clink, clink*
("Twinkle" or flutter fingers of both hands like coins falling)
4. *The driver on the bus says, "Please move back"*
(Make "move to the rear" gesture)
5. *The windows on the bus go open and shut*
(Move hands up, then down—or however the windows on the buses in your community move)
6. *The horn on the bus goes beep, beep, beep*
(Pretend to beep the horn on each word "beep")
7. *The children on the bus go bump, bump, bump*
(Bounce up and down as if on bumpy ride)
8. *The daddy on the bus tips his hat*
(Tip hat)
9. *The baby on the bus goes "Wah, wah, wah"*
(Pretend to cry like baby, wiping tears with fists)
10. *The mother on the bus goes "Shh, shh, shh"*
(Put index finger to lips)



FIVE LITTLE MONKEYS

1. *Five little monkeys jumping on the bed,*
(Hold up one hand, fingers outstretched; move hand rhythmically down and up)
One fell off and bumped his head,
(Bend your thumb down, then lightly strike forehead with back of hand)
Mama called the doctor and the doctor said,
(Pretend to phone, one hand holding receiver to ear and the other dialing or pushing number buttons)
"No more monkeys jumping on the bed!"
(Shake index finger and frown)
2. Four
(Hold up hand with four fingers outstretched)
3. Three
4. Two
5. One



TEACHER:

- This fingerplay delights children and is very convenient for the teacher to use when she needs a minute to answer the door or take care of an interruption. Get the children started and they can keep going on their own.



NEW SHOES



1. *Bouncing little Bobby*
(Move L fist down and up rhythmically, thumb erect)
And dancing Susie Brown
(Repeat with R fist)
Stopped to put
(Move both palms forward 3 times in "stop" motion)
Their new shoes on.
(Point to shoes, or hand taps shoes)
They twisted and they twisted
And they twisted around,
Because they liked
That twisting sound.
(Twist hands and body)
2. *Bounced...bouncing sound*
(Do gentle bouncing motion with hands and body)
3. *Danced. . .dancing sound*
(Do dancing motions with hands and body)
4. *Tiptoed...tip toe sound*
(*"Tiptoe"* fingers in the air)
Repeat, whispering.

— Henry "Buzz" Glass

TEACHER:

- Sit in footplay position (knees bent and feet flat on the floor) to allow for more foot movement.
- Also do this standing, as an action game.



I HAVE TEN LITTLE FINGERS

CHORUS:

I have one, I have two, I have three little fingers,

(Hold up LH, palm forward; point with R index finger to LH little finger, ring finger, and middle finger)

I have four, I have five, I have six little fingers,

(Point to LH index finger and thumb. Hold up RH, palm forward; point with L index finger to R thumb)

I have seven, I have eight, I have nine little fingers,

(Point R index finger, middle finger, and ring finger)

Ten little fingers on my hands.

(Point to little finger)

Verse 1.

They can clap, they can clap,

(Clap twice to L side and twice to R side)

They can clap in the morning,

They can clap, they can clap,

They can clap in the evening,

They can clap, they can clap,

They can clap in the moonlight,

(Continue clapping action)

Ten little fingers on my hands.

(Hold up both hands, palms forward and fingers outstretched)

2. Shake

(Do shaking motions with hands)

3. Dance

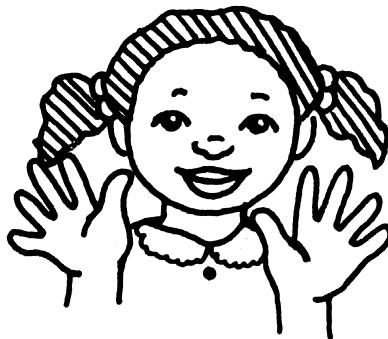
(Do dancing motions with hands)

—Adaptation of “Angel Band” by Henry “Buzz” Glass

TEACHER:

- Add extra verses, with children suggesting other actions hands may do.

Ex: Twist, roll, snap, climb, rip, swim, reach, scrub, pound, etc.

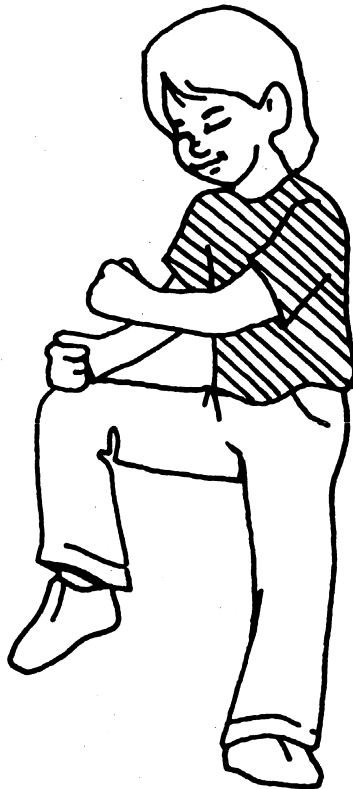




JOHNNY WORKS WITH ONE HAMMER



1. *Johnny works with one hammer,
One hammer, one hammer,
Johnny works with one hammer,
Then he works with two.*
(Hammer one fist lightly on leg)
2. . . . *Two hammers*
(Hammer both fists on legs)
3. . . . *Three hammers*
(Hammer both fists on legs and one foot on the floor)
4. . . . *Four hammers*
(Hammer both fists on legs and both feet on the floor)
5. *Johnny works with five hammers,
Five hammers, five hammers,
Johnny works with five hammers*
(Hammer both fists on legs, both feet on floor, and nod head down and up)
Then he goes to sleep.
(Rest head on joined palms, pretending to go to sleep)



WHERE IS THUMBKIN?

1. *Where is Thumbkin? Where is Thumbkin?*
(Hide hands behind back)

Here I am! Here I am!
(Show L thumb, then R thumb)

How are you today, sir?
(Wiggle L thumb)

Very well, I thank you.
(Wiggle R thumb)

Run away, run away.
(Hide LH behind back, then RH)

2. *Pointer*

3. *Tall man*

4. *Ring man*

5. *Little man (or Pinkie)*

6. *Where is family? Where is family?*
(Hide hands behind back)

Here we are! Here we are!
(Show LH, fingers erect, then RH)

How are you today, sirs?
(Wiggle fingers of LH)

Very well, we thank you,
(Wiggle fingers of RH)

Run away, run away.
(Hide LH behind back, then RH)



TEACHER:

- When doing the fingerplay without the recording, sometimes use the word “ma’am” instead of “sir” in line 3.

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