

# 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



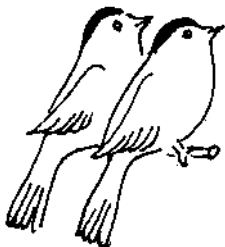
### Clap Your Hands

*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.)*

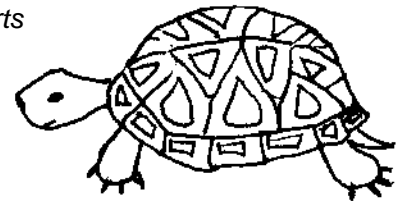
### Five Little Chickadees

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)*

### 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.)*

### 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.)*



### 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 let's native Spanish speakers  
feel more at home.)*



### 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.)*

### 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.)*