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Songs, Finger Plays, and Creative Activities for Young Children
Michigan State University Cooperative Extension Service
4-H Club Bulletin
Jeanne Brown, Family and Child Sciences
Reprinted April 1975
27 pages

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SONGS, FINGER PLAYS, AND CREATIVE ACTIVITIES

FOR
YOUNG
CHILDREN



COOPERATIVE EXTENSION SERVICE
Newaygo County
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Fremont, Michigan 49412
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SONGS, FINGER PLAYS, AND CREATIVE ACTIVITIES

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All Michigan 4-H — Youth educational programs and materials are available to all individuals on a non-discriminatory basis without regard to race, color, creed, or national origin.

Issued in furtherance of cooperative extension work in agriculture and home economics, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. G. S. McIntyre, Director, Cooperative Extension Service, Michigan State University, East Lansing, Michigan. 2P-5M-4:75-UP

Michigan State University Printing Service

O-9261

The Baby-Sitter's Old Kit Bag

Experienced sitters have learned that it helps to come on the job with supplies of their own. Just as doctors, nurses, and skilled mechanics have their own tools, the really professional baby-sitter has his own kit bag. A small overnight suitcase, a basket, or a good-sized family shopping bag make a kit suitable to carry scrap materials that you may use in your work as a sitter. Be sure that the child doesn't think you are bringing him a gift. Explain that these materials are yours. Tell him you are letting him use them and that the next time you come he may use them again. If any item is very important to the child, you may be sure that his daddy or mother will get him one like it. You will have to use your eyes and imagination to fill your kit with scrap materials. You undoubtedly can add to the list of suggestions below:

Play Materials For Using Big Muscles:

Balls Beanbags

Materials for Dramatic and Imaginative Play:

Small trucks, cars and boats.

Books: In choosing a story book, remember —

1. You should like it.
2. It should be simple.
3. It should have action.
4. It should appeal to the child's interest.
5. Its illustrations should be bright, clear, and simple.

Dolls	Puzzles	Play Money
Toy animals	Keys	Records
Pictures	Old pocket books	

Materials for Making Things:

Clothes pins	Pop bottle caps	Paper plates
Blunt scissors	Soda straws	Stapler
Paste and or glue	Magnets	Crayons
Old newspapers	Colored ribbon	Flash light
Old magazines and Christmas cards	Large yarn needles	Spools
Cardboard shirt stiffener from laundry or other flat pieces of cardboard	Yarn	Pipe cleaners
	Scratch pads	Hand puppets
	Scotch tape	Dress-up things (don't forget things for boys)
	Strong string	

Turn the page for suggestions about songs, finger plays, and creative activities to use with children. Now that you know what they like, why not make plans to give them new experiences with materials you have selected?

FINGER PLAYS

Here is a Bunny

Here is a bunny
With nose so funny.
This is his home in the ground.

(Make fist of right hand.)
(Make thumb wiggle.)
(Make hole of left finger and thumb.)

When a noise he hears,
He pricks up his ears,
And jumps into the ground.

(Make ears by putting little finger
and forefinger up.)
(Jump right hand into hole in left hand.)

Little Turtle

There was a little turtle.
He lived in a box.
He swam in a puddle.
He climbed on the rocks.

(Make small circle.)
(Cup hands to make box.)
(Swimming motion.)
(Climbing motion with hands.)

He snapped at a mosquito.
He snapped at a flea.
He snapped at a minnow.
He snapped at me.

(Snap with thumb and forefinger.)

(Turn hand toward self and snap.)

He caught the mosquito.
He caught the flea.
He caught the minnow,
But he didn't catch me.

(Catching motion.)

(Shake head — No!)

The Little Bunny

Once there was a little bunny
And a green, green cabbage head.
"I think I'll have some cabbage,"
The little bunny said.
So he nibbled and he nibbled,
And he pricked his ears to say,
"I think I've had enough now.
I'll go hopping on my way."

(Use middle and index fingers to make ears.)
(Make fist of other hand.)

(Fingers nibble at fist.)

(Wiggle two fingers.)

(Make fingers hop.)

Ten Little Fingers

I have ten little fingers,
And they all belong to me.
I can make them do things.
Would you like to see?
I can close them up tight.
I can open them up wide.
I can hold them up high.
I can hide them behind me.
I can hold them up high.
I can hold them down low.
And I can hold them just so.

(Hold up both hands, then do as the
words suggest.)

I Have Two Eyes

I have two eyes.
I have two ears.
I have two cheeks.
I have one nose.
I have one mouth.
I have one head.
I have ten fingers.
I have ten toes.

(Point to each as you count.)

Sometimes

Sometimes I am tall.
Sometimes I am small.
Sometimes I am very, very tall.
Sometimes I am very, very small.
Sometimes tall, sometimes small.
See how I am now.

(Stand at full height.)
(Bend down close to floor.)

Beehive

Here is the beehive.
But where are the bees?
Hidden away where nobody sees.
Soon they come creeping out of the hive.
One, two, three, four, five.

(Right hand with fingers curled under.)

(Raise thumb and fingers, one at a time.)

Hickory, Dickory, Dock

Hickory, Dickory, dock!
The mouse ran up the clock.
The clock struck one.
And down he run.
Hickory, dickory dock!

(Bend arm at elbow, holding up lower part
for clock, palm open.)
(Forefinger and middle finger of left hand
for mouse.)
(Clap hands for strike and mouse runs
down arm.)

This Little Pig

This little pig went to market.
This little pig stayed home.
This little pig had roast beef.
This little pig had none.
This little pig said, "Wee, wee, wee,
I can't find my way home!"

(Using forefinger of right hand, touch
thumb and fingers of left hand.)

Open, Shut Them

Open, shut them.
Open, shut them.
Open, shut them.
Give a little clap.
Open, shut them.
Open, shut them.
Open, shut them.
Put them in your lap.

(Suit actions to words.)

Creep them, creep them
Right up to your chin.
Open up your little mouth,
But do not put them in.

Open, shut them.
Open, shut them.
Open, shut them.
To your shoulders fly,
Then like little birdies
Let them flutter to the sky.

Falling, falling almost to the ground.
Quickly bring them up again and turn
Them round and round.
Faster, Faster, Faster,
Slower, Slower, Slower.

CREATIVE ACTIVITIES

Caution: Make sure you have the mother's permission to do these activities first; then be sure to clean up!

1. Blowing Soap Bubbles

Materials Needed: Paper cups, drinking straws, liquid soap

Directions: Fill the cup $\frac{1}{4}$ full of water. Add 3 squirts of liquid soap and blow into water and soap with straw.

2. Soap Suds Play

Materials Needed: Big bowl, egg beater, **real** soap flakes (such as Ivory Flakes), measuring cup

Directions: Beat together in the bowl two parts of soap flakes to one part of water until the mixture is like whipped cream. You may spread this on a waterproof kitchen table, sink board, piece of plastic, or construction paper and use like finger paints. (You can add food coloring for a change.) When finished, wipe up with sponge.

3. Play Dough

Materials Needed: Bowl, spoon, flour, salt, salad oil, water, food coloring

Directions: Mix 2 cups flour, 1 cup salt, and 2 tablespoons salad oil with enough water (just a little over a cup) to make a pliable, non-sticky dough. Food coloring may be added to the water. Store in covered plastic containers. If dough becomes sticky, add flour; if it becomes crumbly, add water. When it becomes smelly, throw it away and make a new batch!

4. Finger Paint

Materials Needed: Large sauce pan, spoon, egg beater, flour, salt, food coloring

Directions: Mix 2 cups flour with 2 teaspoons of salt, then pour in 3 cups of cold water gradually and beat the mixture with an egg beater until it is smooth. Add 2 cups hot water and boil mixture until it becomes clear, stirring constantly. Beat until smooth. Divide into small batches and add a different food color to each batch. Add enough color to make the finger paint bright and attractive.

Use a waterproof kitchen table and or put a piece of plastic or oilcloth over the table. Put newspapers on the floor. Put an apron on the child and roll up his sleeves.

Put a tablespoon of one or more colors on a 12" x 18" piece of meat wrapping paper (or glazed shelf paper) that has been wet with a sponge on both sides. Fingers, whole hands, fists, arms, elbows can all be used to create pictures.

Place the finished painting flat on a piece of newspaper to dry.

5. Collages

A collage is a picture made by applying different materials to a flat surface. The word comes from the French word "collar," meaning to paste or stick.) A background of cardboard or construction paper is used with a variety of materials which may be pasted or glued onto the background. You can use boxes, egg cartons, etc., to make a 3-D collage.

Materials Needed: Construction paper, flat pieces of cardboard, small boxes, egg cartons, etc., on which to paste the collage materials. A collection of items which can be glued such as yarn, feathers, toothpicks, scraps of yarn, material or paper, cereal, different macaronis, egg shells, cotton pieces, foil papers, seeds, buttons, leaves, shells, sewing findings, ribbon, etc.

Directions: Allow the child to glue or paste the materials on the background. Remember, it is his picture — you make your own!

6. Picture Books

Materials Needed: Old magazines, catalogs, greeting cards, glue, colored paper, yarn, scissors, construction paper.

Directions: Allow the child to cut out pictures he likes and glue them on the construction paper (you can use any other heavy weight paper you have). Punch holes on one side of the glued papers and lace together with long pieces of yarn.

Note: You may prepare these books ahead of time, making books of animals, families, children, toys, etc., to use with the children.

7. Paper Bag Puppets

Materials Needed: Small paper bags, scraps of material, yarn, paper, glue or paste, and crayons.

Directions: Allow the child to glue on the bits and pieces or color to make an animal or person's face on the bag. (Remember, it may not look like an animal or person to **you**, but will be satisfactory to the child.) Put the finished puppet over the hand of the child and tie at the wrist.

WHERE'S MISTER THUMBKIN?



Sung to the tune of "Frère Jacques," this is one of the many finger-play songs beloved of babies and small children. Each thumb in turn is held up at "Here I am. Here I am," wiggled in turn at "How are you this morning? Very well, I thank you." Each hand takes refuge behind the back at the words "Run and hide." The same motions are then repeated for each finger of the hand: Pointer, Middleman, Ringman and Pinky.

Playfully

F C F C F C F C F

Where's Mis-ter Thumb-kin? Where's Mis-ter Thumb-kin? Here I am. Here I am.

C F C F C F C F

How are you this morn-ing? Ve-ry well, I thank you. Run and hide. Run and hide.

LITTLE WHITE DUCK

Everyone is glad to be himself in this catchy song, and yet it still has a sad ending. The music was written by Walt Barrows, and the words by Bernard Zaritzky.

Lightly F C

1. There's a lit - tle white duck sit - ting in the wat - er, ___ A
2. There's a lit - tle green frog swim - ming in the wat - er, ___ A

F

lit - tle white duck do - ing what he ought - er, ___ He
lit - tle green frog do - ing what he ought - er, ___ He

B^b F[♯] Dmi.

took a bite of a li - ly pad, _____
jumped right off of the li - ly pad, That the

G C

Flapped — his wings and he said, “I’m glad I’m a
lit - tle duck bit and he said, “I’m glad I’m a



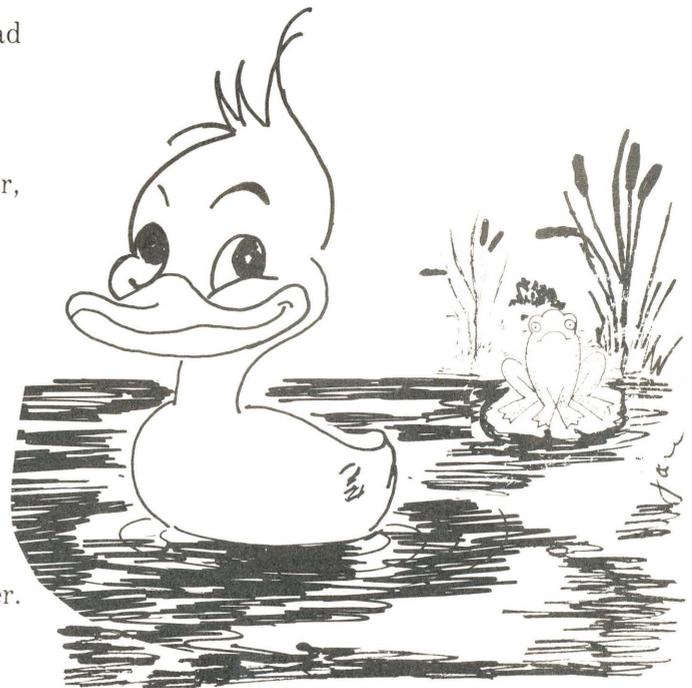
F C F

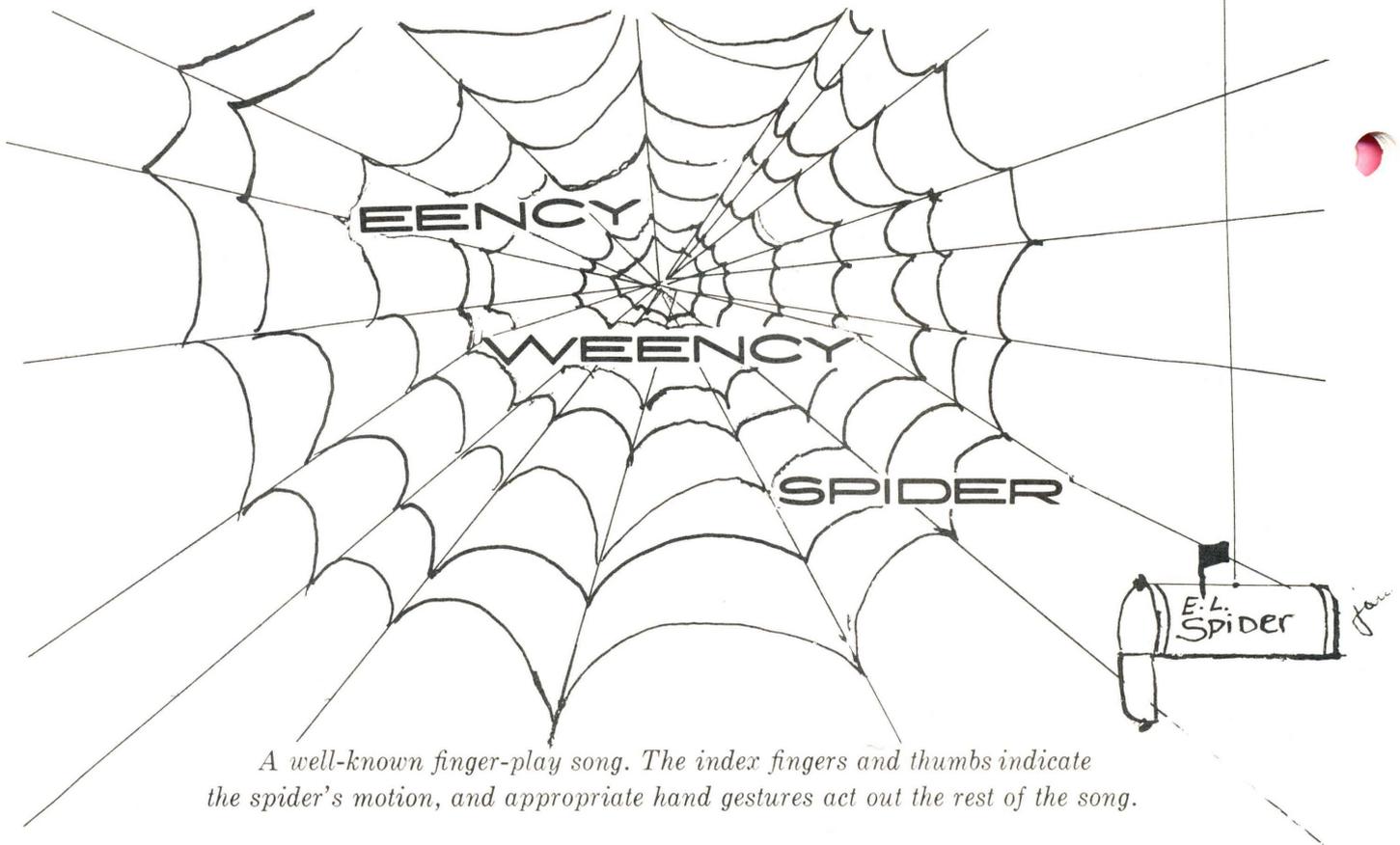
lit - tle white duck sit - ting in the wat - er, — Quack! Quack! Quack!”
lit - tle green frog swim - ming in the wat - er, — Glug! Glug! Glug!”

3. There’s a little black bug floating on the water,
A little black bug doing what he oughter,
He tickled the frog on the lily pad,
That the little duck bit and he said, “I’m glad
I’m a little black bug floating on the water.
Bzz! Bzz! Bzz!”

4. There’s a little red snake playing in the water,
A little red snake doing what he oughter,
He frightened the duck and the frog so bad,
He ate the bug and he said, “I’m glad
I’m a little red snake playing in the water.
Hiss! Hiss! Hiss!”

5. Now there’s nobody left sitting in the water,
Nobody left doing what he oughter,
There’s nothing left but the lily pad,
The duck and the frog ran away; I’m sad
'Cause there’s nobody left sitting in the water.
Boo! Hoo! Hoo!





Lightly

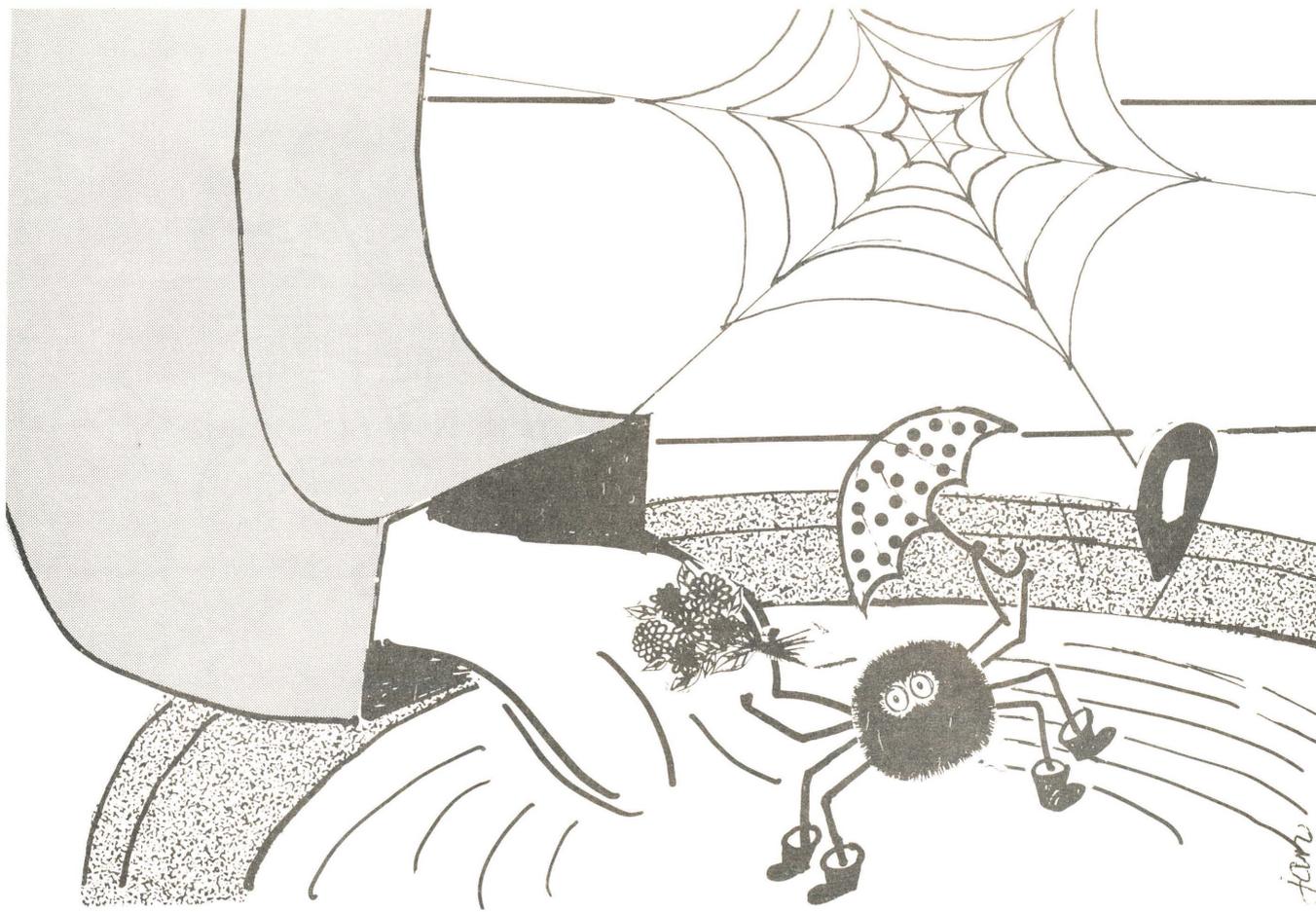
G D⁷ G

Een - cy ween - cy spi - der went up the wa - ter spout,

D⁷ G

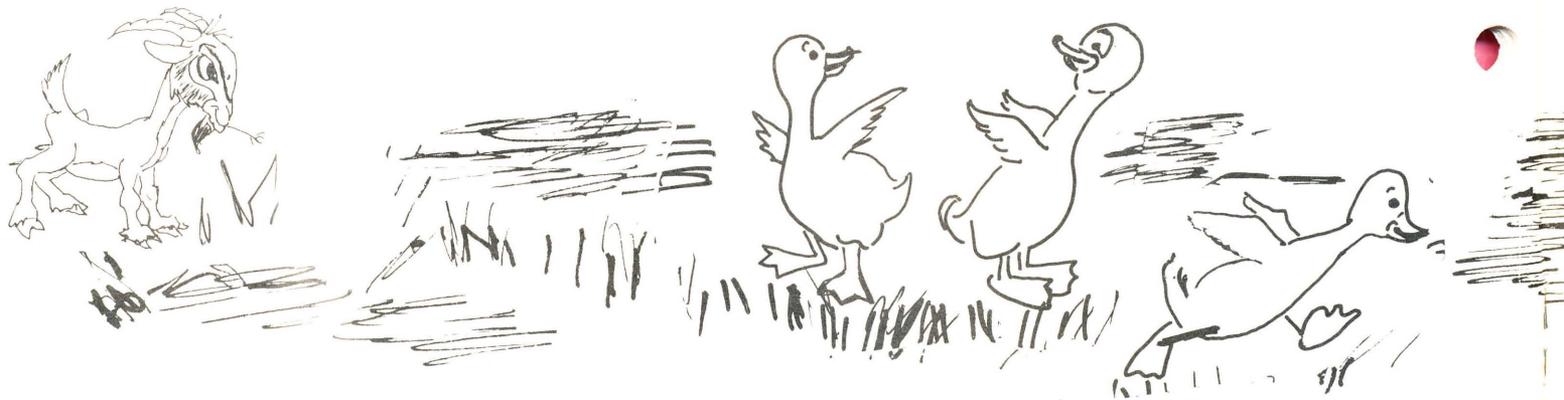
Down came the rain and washed the spi - der out,

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Up came the sun and dried out all the rain,

So the een - cy ween - cy spi - der went up the spout a - gain.



SIX LITTLE DUCKS

*This song is usually accompanied by hand motions:
 the proper number of fingers are held up when a number is mentioned,
 and the "quack-quack-quack" chorus is accompanied by sturdy arm-flapping in time to the music.*

Rhythmically

E^b B^b E^b

1. Six lit - tle ducks that I once knew, Fat ducks, pret - ty ducks they were too,
 2. Down to the mead - ow they would go, Wig - wag, wig - gle - wag, to and fro,

B^b

But the one lit - tle duck with the feath - er on his back,
 But the one lit - tle duck with the feath - er on his back,

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COME AND JOIN IN TO THE GAME!

There are many ways to play this game. A parent or teacher may sing all the words and the children can perform the actions at the proper places. Or a different child can be leader for each verse, deciding which action to do while the others imitate him, until each child has had his turn as leader.

To quicken the pace, the leader may

change the action twice in each verse, with a different child singing the second line and performing a different action, instead of repeating the first line. Both actions are then performed in order after the last line.

Other actions suitable for this game: whistling, shaking hands, nodding heads, crying, snoring.

Cheerfully

1. Let ev - 'ry - one clap hands like me. (clap, clap)
2. Let ev - 'ry - one sneeze like me. (ker-choo!)

Let ev - 'ry - one clap hands like me. (clap, clap)
Let ev - 'ry - one sneeze like me. (ker-choo!)

Come on and join in to the game,
Come on and join in to the game,

You'll find that it's al - ways the same. (*clap, clap*)
You'll find that it's al - ways the same. (*ker - choo!*)

3. Let everyone yawn like me. (*yawn*)
Let everyone yawn like me. (*yawn*)
Come on and join in to the game,
You'll find that it's always the same. (*yawn*)
4. Let everyone jump up like me. (*jump*)
Let everyone jump up like me. (*jump*)
Come on and join in to the game,
You'll find that it's always the same. (*jump*)
5. Let everyone sit down like me. (*sit*)
Let everyone sit down like me. (*sit*)
Come on and join in to the game,
You'll find that it's always the same. (*sit*)
6. Let everyone laugh like me. (*ha-ha*)
Let everyone laugh like me. (*ha-ha*)
Come on and join in to the game,
You'll find that it's always the same. (*ha-ha*)





PUT YOUR FINGER IN THE AIR



A beloved Do-As-I-Do game. Older children like to make up new verses, such as "Put your finger on your shoulder... And leave it till you're older."

Moderately fast

F C7

1. Put your fin - ger in the air, in the air,
2. Put your fin - ger on your head, on your head,

C F

Put your fin - ger in the air, in the air,
Put your fin - ger on your head, on your head,

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B^b F

Put your fin - ger in the air, Tell me, how's the air up there?
 Put your fin - ger on your head, Tell me, is it green or red?

Dmi. F C⁷ F

Put your fin - ger in the air, — in the air.
 Put your fin - ger on your head, — on your head.

3. Put your finger on your cheek, on your cheek,
 Put your finger on your cheek, on your cheek,
 Put your finger on your cheek,
 Leave it there about a week,
 Put your finger on your cheek, on your cheek.

4. Put your finger on your nose, on your nose,
 Put your finger on your nose, on your nose,
 Put your finger on your nose,
 Is that where the cold wind blows?
 Put your finger on your nose.

5. Put your finger on your chest, on your chest,
 Put your finger on your chest, on your chest,
 Put your finger on your chest,
 Give it just a little rest,
 Put your finger on your chest, on your chest.

6. Put your finger on your belly, on your belly,
 Put your finger on your belly, on your belly,
 Put your finger on your belly,
 Make it shake like apple jelly,
 Put your finger on your belly, on your belly.



THE HOKEY POKEY

The game is played as the words indicate, with the children in a line or forming a circle. The hokey-pokey motion is a hula-type

wriggle. The words "And that's what it's all about" are simply sung, with no action, and are followed by a loud clap at "Hey!"

Bouncy G

1. You put your right foot in, You put your right foot out,
 2. You put your left foot in, You put your left foot out,

D7

You put your right foot in And you shake it all a - bout,
 You put your left foot in And you shake it all a - bout,

And then you do the ho - key - po - key, And you turn your - self a - bout,
 And then you do the ho - key - po - key And you turn your - self a - bout,

And that's what it's all a - bout! Hey!
 And that's what it's all a - bout! Hey!

3. You put your right hand in, *etc.*
4. You put your left hand in, *etc.*
5. You put your right shoulder in, *etc.*
6. You put your left shoulder in, *etc.*
7. You put your right hip in, *etc.*
8. You put your left hip in, *etc.*
9. You put your whole self in, *etc.*



SKIP TO MY LOU

FORMATION: A single circle with one child in the middle.

ACTION:

Chorus: As the singing starts, the child in the middle chooses a partner and the two skip around inside the circle while the others sing and clap. At measure 7 of the chorus the first child joins the circle, leaving the second child in the middle.

Verse 1: The child now in the middle skips around the inside of the circle alone,

while the others sing the verse. At measure 15 he picks a partner.

Repeat Chorus: Both children skip around inside the circle. The first child goes back to the circle at the last line of chorus.

Verses 2-6: The action of Verse 1 is repeated for each verse, always followed by chorus. The children forming the circle may pantomime the activities of each verse, and can easily improvise new verses to prolong the game.

Lightly
Chorus

F C7

Lou, Lou, skip to my Lou, Lou, Lou, skip to my Lou,

F C7 MEASURE 7 F

Lou, Lou, skip to my Lou, Skip to my Lou, my dar - ling.

THE MUFFIN MAN

A hundred years ago in England children waited for the Muffin Man to come around with his wares as children today wait for the Ice Cream Man.

Bouncy

F Gmi. G⁷ C

1. Oh, do you know the muf - fin man, the muf - fin man, the muf - fin man,
2. Oh yes, I know the muf - fin man, the muf - fin man, the muf - fin man,

The first system of musical notation for 'The Muffin Man'. It features a vocal line in 2/4 time with a key signature of one flat (Bb). The melody is simple and bouncy. Below the vocal line are two piano accompaniment staves. The first staff is the right hand, and the second is the left hand. The left hand plays a steady bass line with chords. Chords are indicated above the vocal line: F, Gmi., G⁷, and C.

F Gmi. C F

Oh, do you know the muf - fin man that lives in Dru - ry Lane?
Oh yes, I know the muf - fin man that lives in Dru - ry Lane.

The second system of musical notation. It continues the vocal line and piano accompaniment. The vocal line has two verses of lyrics. The piano accompaniment continues with the same bass line and chords. Chords are indicated above the vocal line: F, Gmi., C, and F.



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THIS OLD MAN

A popular number-learning song. The chorus is usually accompanied by clapping, stamping, banging or drumming of some sort or other.

Jolly

1. This old man, he played one, He played knick-knack on my drum,
2. This old man, he played two, He played knick-knack on my shoe,

Chorus:

Knick-knack, pad-dy whack, give the dog a bone, This old man came rol-ling home.

3. This old man, he played three,
He played knick-knack on my knee.

(Chorus)

4. This old man, he played four,
He played knick-knack on my door.

(Chorus)

5. This old man, he played five,
He played knick-knack on my hive.

(Chorus)

6. This old man, he played six,
He played knick-knack on my sticks.

(Chorus)

7. This old man, he played seven,
He played knick-knack up to heaven.

(Chorus)

8. This old man, he played eight,
He played knick-knack at the gate.

(Chorus)

9. This old man, he played nine,
He played knick-knack on my line.

(Chorus)

10. This old man, he played ten,
He played knick-knack over again.

(Chorus)

CHORUS: With a knick-knack, paddy whack, give the dog a bone,
This old man came rolling home.

What Kinds of Toys and Activities Shall We Give Children?

1 + to 3 Years

For his body:

large, soft, ball to push or roll over	push-and-pull toys
small rocking horse	kiddie kar
boxes to climb through and over	

For his relations with others:

toys which help him relive what he has enjoyed in real life, such as mother and daddy dress-up clothes, dolls, small dishes and pots and pans, trucks, cars, play telephone, etc.

For his feelings:

large, cuddly, toy animals	play dough
large crayons and big sheets of paper	sand and sand toys
tom-tom, bells, music box	

For his mind:

linen picture books	color cones
books with simple stories	very easy inlay puzzles (2 or 3 pieces)
nesting blocks	peg board with large pegs
large colored beads to string	

3 through 5 Years

For his body:

wagon	bean bags
tricycle	mallet with peg set
push-and-pull toys	simple throwing games
large balls	

For his relations with others:

washable, unbreakable doll	housekeeping toys
dress-up clothes	large boxes for making stores, houses, etc.
easy games to play with others, such as Lotto (with adult participation)	

For his emotions:

crayons and big sheets of paper	painting materials
blunt scissors and paste	sand and sand toys
cuddly toy animals	musical toys
record player and records	puppets

For his mind:

magnets	simple puzzles (3 to 8 pieces)
picture books with simple stories and large, colorful pictures	art activities
water play toys (plastic containers, funnels, measuring cups, small sprinkling can, etc.)	

6 to 9 Years

For his body:

climbing equipment
punching bag
large and small balls
bean bag games
skates

jump ropes
bicycle
wagon
sled

For his relations with others:

games such as, lotto, checkers, parchesi
puppets

costumes for "dressing-up"
playhouse to be used as a "store, school, or clubhouse"

For his emotions:

crayons
paint
weaving materials
record player

chalk
clay
musical instruments

For his mind:

magnets
magnifying glass
books: some to read, some for being read to
puzzles
card games

thermometer
number games
printing sets
view master, slides
toys to build with, such as tinker toys