

Early Childhood

Play-based Learning Activities

Types of play centres	2
Expectations for the kindergarten years	3
The daily program	4
Learning through play	5
Teacher's responsibility during free choice	10
Recipes	11
Practical Science	15
Listening games	17
Counting rhymes	20
Finger plays and other poems	24



Early Childhood play-based activities

Play-based learning is essential in the early years for developing a child's sense of inquiry... wanting to find out about the world around them. This develops the essential motivation for learning, necessary for success in ongoing education.

Play allows children to use their creativity while developing their imagination, dexterity, and physical, intellectual, and emotional strength. Play is important to healthy brain development.

As children play, they learn to solve problems, to get along with others and to develop the fine and gross motor skills needed to grow and learn.

A play-based learning environment will consist of a number of centres where children can choose to involve themselves independently in activities which have been set up for them. They will interact with other children as they involve themselves in the activities.

Play centres to be set up on a permanent basis:

- Collage / box construction
- Painting (painting tools, type of paper, colours of paint can be changed)
- Playdough (can be varied by adding different tools such as forks, rolling pins etc.)
- Home activities (can be varied by adding different kinds of pretend food; kitchen utensils, dolls and dolls clothes)
- Blocks or other hard construction materials such as plastic bricks
- Story books (reading corner)
- Puzzles
- Dramatic play (dress ups), puppets
- Shop (Collect empty food packets and use bottle tops for money)
- Manipulative activities such as threading, picking up small objects with tweezers / tongs
- Shape and colour activities

Some of the above could be combined in the one area, e.g.

- Painting and collage/box construction
- Home corner and playdough
- Reading corner and puzzles (both quiet activities)

Flexible play centres to be changed on a regular basis

Allow space in the room for two or three other play centres that will change throughout the year. Examples:

- Thematic activity centres based around topics, such as animals, plants, insects

- Shop
- Manipulative activities such as threading, picking up small objects with tweezers / tongs
- Shape and colour activities

Rules for play centres: The children can learn that only a certain number can be present at one play centres. The teacher can monitor this. If too many are wanting to play at one centre, the teacher can suggest another activity until there is a free space.

Tip for the teacher: monitor the interest level of the flexible play centres. If children have grown tired of using it after e.g. a week, change it to something else the next week. If they are still enjoying it, keep it up for a while longer.

Expectation of skills to be mastered in the 4-yr-old kindergarten year

- Cutting and pasting
- Perseverance (*Ask children to 'try hard' to do something that they find difficult*)
- Drawing a recognizable human figure
- Forming a circle in a group. (*Teacher gives instructions to stand up and hold hands.*)
- Counting to 10 (or 20) and number recognition to 10 (or 20)
- Colour recognition
- Shape recognition (circle, square etc.)
- Recognizing their name written on a card, and later, write their name.
- Learning the initial sounds of the alphabet. Use pictures or objects, *e.g. show three pictures or objects: an apple, an orange and a banana. Ask, "Which one starts with the 'a' sound." At this stage don't use letter name yet.*

Additional expectations for 5-year-old children

- All expectations for 4-year-old kindergarten should be continued PLUS:
- Recognition of letters of the alphabet using sound names; matching letters to pictures of objects
- Writing letters of the alphabet
- Making up a verbal 'sentence' about a picture they have drawn, (but not writing the sentence. The teacher however can write the sentence at the bottom of the picture.)
- Beginning to read Big Books made by the class.

How to make Big Books:

Always use a **landscape** format, not portrait. The teacher writes the sentence at the bottom of the page, not the children, because it is a **READING** book and the writing needs to be **BIG** (big enough to be read from a distance) and clear. Staple pages together down the left side. Name must be in top right-hand corner. The children love reading **who** did the drawing!

Daily schedule (example)

9 am Arrival, greeting

9 am – 9.50 am, Free choice/activity centres

9.50 – 10.00 Tidy up

10.00 – 10.20 – mat time no 1: Bible story, song, theme discussion, prayer

10.20 – 10.45 – snack time and outdoor play

10.45 – 11.05 – mat time no. 2: Thematic Science or Social Studies; Literacy; Numeracy

11.05 – 11.50 – Free choice/activity centres or more outdoor play

11.50 – 12.00 – story book no. 1

12.00 Clean up, Lunch (or dismissal for shorter kindergarten programs)

For longer kindergarten programs:

12.30 – 1 pm outdoor play

1 pm – 1.15 story book no. 2

1.15 – 1.40 Songs, dance, Move to Learn

1.40 – 1.45 Mat time 3: Wrap up the day; give out completed work to take home; and prayer

1.45 – 2 pm Quiet activities while waiting for pick up. (Activities that do not make a mess and can be quickly packed up, e.g. drawing, puzzles, book reading)

Learning through Play

From Teacher Training Handbook, compiled by Rite & Stephen Mayers & Chris Low

From their earliest days, children are trying to make sense of their world. Their natural curiosity and sense of wonder drive them to explore and understand their environment by using their senses. They are learning and exploring in a great variety of ways: by observing shapes, colours, patterns and sequences of events, by asking questions, by matching, sorting, counting, comparing and learning to name and categorise, by listening and tasting and smelling, by touching and handling and exploring, by recording in pictures and models, by designing and making and guessing and experimenting, by role playing and problem solving....

The following descriptions are adapted from an article written by Elkind. It identifies some of the skills that children are developing whilst busy playing. The list is by no means complete, but helps us to appreciate the value of what is taking place.

When I'm painting, I'm learning:

- To develop my imagination and creativity (intelligence)
- To develop eye-hand coordination (writing skill)
- To distinguish and purposely create shapes (math and writing skill)
- To express my feelings and ideas (language)
- That my ideas have value (self-esteem)
- Relationships of space and size (maths and science)
- Concepts of symmetry, balance, and design (intelligence)

When I'm finger painting, I learn:

- To exercise my imagination and creativity (intelligence)
- About how colours mix to make new colours (science)
- Concepts of shape, size, and location (maths and writing)
- An acceptable way to make a mess and have fun sharing ideas with others (self-esteem)
- Eye-hand coordination (physical)

When I'm drawing and making marks, I'm learning:

- To hold a pencil or other drawing implement and to control the pressure (writing skill)
- To express myself with words when describing my drawing (language)
- That my ideas have value (self-esteem)
- Concepts of colour, shape, size, and location (mathematics)

- To exercise my creativity and imagination (intelligence)
- Eye-hand coordination (physical)
- The basic strokes of the printed language (writing)

When I'm gluing and doing collage or junk-modelling, I'm learning:

- About different textures (intelligence)
- How to create patterns and designs (math)
- To distinguish patterns from a background (reading skills)
- Concepts of shape, size, location and design, which are relevant to reading
- To exercise my imagination and creativity (creative)

When I'm in Creation Time or looking at the Creation Table, I'm learning:

- To appreciate God as our wonderful Creator (spiritual)
- New vocabulary (language, intelligence)
- Concepts of texture, colour, weight and size (intelligence)
- To group objects into categories (maths)
- To observe likeness and differences (maths)
- To appreciate nature and develop a sense of wonder (intelligence)

When I'm looking at books and listening to stories, I'm learning:

- That books are important and enjoyable
- That print on the page is written-down words (writing and language)
- To express my own thoughts, feelings, and ideas (creative)
- To handle books with care (responsibility)
- To follow the development of thoughts and ideas in the plot of a story (imagination)
- That I like books and someday, when I'm ready, I'd like to be able to read them too
- To recognise certain words when I see them in print (reading skill)
- To use more complex patterns in my own speech
- To use my imagination and make up my own stories

When I'm playing with blocks, cars, and trucks, I'm learning:

- Concepts of shape, size, length, and location (maths and reading)
- To create and repeat patterns (maths)

- To exercise imagination (intelligence)
- To express ideas and exercise imagination (language, intelligence)
- To cooperate with others (social)
- About the properties of wood (science)
- To see myself from a different perspective (self-concept)

When I'm playing on climbing equipment, I'm learning:

- Physical strength, coordination, and balance
- To use my imagination
- To cooperate with others when involved in group play (social)
- Self-confidence as I develop new skills
- To solve problems

When I'm playing with sand, I'm learning:

- To exercise my imagination
- How to use tools (writing)
- To solve problems (intelligence)
- How to play socially with others (social skills)
- Concepts of size, shape, and volume (maths)
- Concepts of warm and cool, wet, damp, dry, heavy, light (intelligence)
- To create systems for classifying, ordering and arranging (maths)
- To observe changes (science)

When I'm sorting things, I'm learning:

- To notice details, likeness, differences, and to form categories (reading and maths)
- Concepts of colour, size, and shape (maths)
- Numeral concepts or more and less (maths)
- Logical reasoning (intelligence)

When I'm stringing beads, I'm learning:

- To create and reproduce patterns (maths)
- Pride in accomplishment (self-esteem)
- Number concepts like more, less, longer and shorter (maths)

- Concepts of colour, shape, and location
- Eye-hand coordination (physical)

When I'm participating in group times, I'm learning:

- To listen and understand spoken words (concentration and language)
- That my ideas have value to the other children and the teacher (self-concept)
- To wait my turn when others are talking (social)
- New vocabulary words (language)
- To help plan what we will do
- The names of others in the group
- To remember the words of songs and poems I have learned, and to put things in proper order
- To cooperate and be considerate of the needs of others (social)

When I do cooking projects, I'm learning:

- About nutrition, tastes, and food groups (intelligence)
- How heat and cold change things (science)
- Whole/part relationships and concepts of volume and measures (maths)
- Vocabulary (language)
- Awareness of my own and other cultures (intelligence)

When I'm playing in the home corner, I'm learning:

- To be flexible in my thinking (intelligence)
- To express myself with my words (language)
- To try on different adult roles (self-concept)
- To solve social problems through negotiation with friends (intelligence)
- To sort and organise play things (maths)
- To make decisions (intelligence)
- To improvise and use things in a symbolic way (intelligence)
- To have an object represent something else (intelligence)
- To carry out my ideas with cooperation of others (intelligence, self-esteem, (social skills))
- To exercise my imagination and creativity

When I'm playing with riding toys, I'm learning:

- Strength, balance, and large muscle coordination
- To use my energy in a constructive way
- Concepts of speed, direction, and location (maths)
- To use my imagination
- To negotiate and take turns (social skills)
- To solve problems (intelligence)
- Self-confidence, as I master new skills

When I'm dancing, I'm learning:

- Balance and coordination (physical)
- To be conscious of moods and rhythms of music (musical)
- To express myself physically in an appropriate way
- About the space around me and the space of others

When I'm playing rhythm instruments, I'm learning:

- To be conscious of rhythms in music (reading skill)
- Concepts of fast, slow, loud, soft, high, low (reading and maths)
- To express myself in new and different ways
- Listening skills
- Auditory discrimination – recognising different sounds (reading)
- To interpret and understand signals and cues

When I'm singing songs, I'm learning:

- Principles of music and rhythm
- Vocabulary
- Memory skills and sequencing (reading and maths)
- To be conscious of others (social)
- Various concepts emphasised in songs
- Phonics or auditory discrimination (reading)
- Awareness and identification with my culture and other cultures

When I'm cutting with scissors, I'm learning:

- To control the small muscles in my hand (writing)

- Concepts of shape, size, colour, and location (maths)
- To exercise my imagination and creativity

When I'm playing, I'm learning:

- That I am me – a small child who is valued, cherished, and loved
- That I matter in the world; I am important and valuable

Teachers' Responsibility during Free Choice Activities

OBSERVING: Make a point of observing what is going on, watching how children are working with the materials and relating with one another. Teachers often find it hard just to observe and, depending on the situation, it's certainly not always possible.

However, it's only when we take time to observe that we are more likely to detect any learning difficulties or relationship challenges. This will then help us to be more appropriate in our day to day involvement with the children.

BUILD FRIENDSHIP: Let the children see you enjoy being with them, talking and listening to them, and that you value their ideas. Free choice is a good time to spend with small groups and individuals. Ask the Lord to direct you to any particular child who needs an extra bit of attention that day.

STAY AWARE: Although you are involved with particular children, the teacher needs to stay aware of what is happening in the whole room. Keep an eye open for any potential problems between other children or from a safety aspect.

If you do spot something, get up and walk over to speak to the child or children rather than shouting from where you are, unless it's a real emergency.

AVOID INTERRUPTING: When a child is busy with a particular project, don't interrupt for the sake of it. If they invite you to see what they're doing or ask, that's fine, but don't break their concentration for no reason.

ENCOURAGEMENT: Give plenty of encouragement and praise when working alongside them. Be sure in particular to notice right choices in the way they share and relate together, or a new way they have thought of making something.

HELP WITH CONFLICTS: Children need training in resolving their conflicts with one another. See these times as teaching opportunities rather than as a frustrating interruption. Give time to listen to children involved and, depending on the situation, help them to understand any wrong choices they have made. Encourage children to apologise where necessary but don't force it as this will not be genuine. anyway.

Recipes

Uncooked playdough

2 cups flour

1 cup salt

½ cup slightly warm water (optional-with added food colouring)

1 tablespoon oil

1. Mix flour and salt.
2. Gradually add water (with colouring).
3. Blend in oil.
4. Mixture should be pliable but not sticky.
5. Refrigerate when not in use.

Play dough (cooked)

Ingredients:

2 cups flour

1 cup salt

4 teaspoons Cream of tartar

2 cups boiling water

2 tablespoons cooking oil

Food colouring (optional)

Instructions:

1. Have water boiling, ready to use.
2. Combine dry ingredients together in a bowl.
3. Add first cup of boiling water, then as you add the 2nd, also stir in food colouring and oil.
4. Mix everything together well.
5. It will seem rather soggy at first, but keep stirring as the ingredients combine it will get dough-like.
6. When mixture is dough-like and starts leaving sides of bowl, turn out onto work surface and knead till smooth.

To keep the dough soft, place in airtight container or a plastic bag when you have finished using it. If it's warm weather, keep it in the fridge.

Salt dough (for baking or drying in the sun)

Ingredients:

4 cups flour

1 cup salt

1½ cup water

Instructions:

Combine flour and salt and add the water a little at a time, mixing thoroughly.

Knead the dough on a floured surface for 10 minutes or until smooth. The dough can be formed in any shape. Place it on a baking tray and bake at 300°F, 150°F for 1 hour until the dough is dry. It will also dry if left in the hot sun.

All-purpose paint and paste

Ingredients:

3 tablespoons sugar

¼ cup cornstarch (British cornflour)

4 cups water

Food colouring

Instructions:

1. Put all the ingredients into a pan and cook over low-medium heat until clear.
2. For paste, use as is and when cool apply with a brush.
3. If using for paint, add colouring to the clear liquid.

Finger-paint

Ingredients:

2 cups white flour

2 teaspoons salt

2½ cups cold water

2 cups hot water

Instructions:

1. Add cold water to flour and salt. Beat until smooth.
2. Gradually add hot water. Stir over heat until thick and clear.
3. Create colours by adding food colouring or powder paint when cool.

Supplies

List of suggested supplies to consider, depending on availability

Art/ Creative Area:

Equipment: Scissors; Paint and glue pots; Paint brushes; Stapler; Hole Punch; Containers for art supplies- empty margarine/yoghurt pots, baskets etc.

Art Supplies: Paint; Glue- PVA and glue sticks; Sellotape; Wide range of paper/ card/ tissue etc. in various sizes; Staples; Selection of coloured pencils and pens;

Materials to use for junk modelling or collage- old cards, ribbon, wrapping paper, empty boxes, straws, fabric pieces, wool, string etc.

Sand

Sandpit and sand; Buckets and other containers to fill with sand; water; Spades; Sieve; Shells and pebbles; Variety of moulds and plastic toys to keep for sand playdiggers, animals etc

Floor Play/ Construction

Construction sets e.g. Duplo; Wooden Blocks; Train Set; Road layout and toy cars

Floor Play/ Table Top Puzzles

Range of jigsaw puzzles in differing levels of difficulty: very simple to more complex- made of durable card or wood; Matching games with picture cards; Games for use in small group E.g. Snap, Lotto, etc.

House Area/ Imaginative Play

Dressing-up clothes; Handbags/ hats/ jewellery etc.; Mirror; Small table and chairs; Toy plates, cups, pans etc.; Pretend food; Dolls and dolls' clothes; Other items to use in role play E.g. phone, toy iron, dolls' bed and blankets

At different times you can change items to follow a theme E.g. post office, shop, hospital etc.

Water Play

Water tank (on area with linoleum floor or other waterproof flooring) variety of containers/ jugs to fill and pour from; Sieve; Plastic fish and water animals; Sponges; Different items can be added to float or sink, a few drops of food colour, soap bubbles etc

Snack Area

Children's plastic plates and cups; Jug for pouring milk/ water- light enough for children to use; Variety of plates/ bowls/ trays for serving snack attractively

Play dough

See recipe; Variety of rolling pins, cutters etc; Mats or trays to use play dough on

General Supplies for Staff use

Scissors, paper knife; Variety of pens, pencils and markers; Long ruler; Stapler, hole punch, tape, glue stick; Blu-tac, drawing pins, white labels; Sticky- back plastic; Laminator and pouches (if available and affordable)

Practical Science

Walking Water

Things you will need:

- Three cups
- Paper towel
- Water
- Food colouring

Instructions:

1. Fill two of the cups half way with water and place them either side of the empty cup.
2. Colour the water in one cup with yellow dye, and the other with blue dye.
3. Fold or cut the paper towel into two long strips (a few cm wide).
4. Place one end of the first strip into the blue coloured water and the other end of the strip into the empty cup.
5. Place one end of the second strip into the yellow coloured water and the other end of the strip into the empty cup to join the first strip. 6. Watch and wait to see what happens!

You may like to try using different combinations of primary colours!

Dyed Flowers

Things you will need:

- A few stems of bright, white flowers such as lilies, chrysanthemums or carnations
- Jars filled with water
- Food colouring

Instructions:

1. Use the food dye to colour the water in each jar. This experiment works best with strong dye
2. Place the flowers into the jar.
3. Now watch and wait!

You may like to test some different colours, or maybe even draw a picture of your flower as it changes!

Tornado in a Bottle

http://www.madaboutsscience.com.au/store/index.php?main_page=page&id=17

What you will need:

- Empty plastic bottle with lid. Any size, 500ml works well
- Two drops of liquid detergent (clear detergent works best)
- Teaspoon of glitter (optional)

- Food colouring (optional)

What to do:

1. Almost fill the plastic bottle with cold tap water.
2. Add the liquid detergent.
3. Add glitter to the bottle.
4. Screw on the cap tightly.
5. Hold the bottle by the neck and turn it upside down. Rotate the bottle in a circular motion hard and fast. When you stop rotating a mini-tornado should form inside the bottle. Some find it easier to hold the bottle horizontally and then with a hard flick of the wrist flip it upside down. It may take several goes before you get it right – all part of the fun.

Note: add a small amount of food dye for a colourful effect, or some tiny animal toys and watch them swirl in the vortex. Coloured lamp oil makes just the vortex coloured.

How does it work?

Most people encounter their first vortex as bath water drains from the bathtub. A vortex is a type of motion that causes liquids and gases to swirl around a center line. In this experiment you have created a water vortex by rotating the bottle. The vortex looks like a tornado in the bottle and is very similar to the effect you see with a real tornado except the medium is water as opposed to air.

Tin Can Telephones

<http://www.lovemyscience.com/tincanphone.html>

Materials you will need:

- String
- 2 Tin Cans
- Masking Tape (optional)
- Very Small Philips Screw Driver, or hammer and nail

Steps

- 1) Wash both tin cans out with soapy water and dry them. Make sure that the openings of the tins are not sharp, if they feel a little sharp be sure to secure masking tape along the opening.
- 2) An adult can make a hole in the bottom (middle) of each tin can using the small screw driver, or hammer and nail. Make sure that you make a very small hole.
- 3) Cut string long enough so that you can reach different rooms or reach a long distance in the yard.
- 4) Thread the string through the hole at the bottom of the tin can so that the string has entered the inside of the tin can. Tie a knot big enough so that the string stays inside the can.

5) Repeat step 4 with the other tin can.

6) Hold one tin can and get someone else to take the other tin can. Walk the distance of the string so that the string is tight (not dangling).

7) Have one person hold the opening of the tin can over his/her ear while the other person speaks into the opening of the other tin can.

See how far you can go by using different lengths of string.

Sound travels by vibrations. The sound of your voice makes the string vibrate, carrying the sound to your friend's ear.

Take this experiment outside so that you can enjoy the space and freedom from walls and doors of a house.

Listening games

1. Doggy doggy, who's got the bone – The 'doggy' sits in the centre of the circle with eyes closed. The 'bone' is on the ground behind him. Someone is chosen to creep up and steal the bone. The 'doggy' must listen to where the footsteps came from. When the 'thief' is back in his place, the signal is given by the chant, "Doggie, doggie, who's got the bone?" and the 'doggie' must guess who stole the bone.
2. Razzle Tazzle –Similar to "Doggie Doggie" – Instead of a bone, use a bell, or some jingle bells. Say: Razzle, Tazzle can you tell who has come to steal your bell?
3. Environmental sounds. Ask the children to be as quiet as possible, to close their eyes for 30 seconds and see how many sounds they can hear.
4. Near and far sounds; high and low sounds
5. Play a recording of sounds and ask children to close their eyes and identify the sounds they hear.
6. Percussion sounds - Ask children to close their eyes and make three sounds on three different percussion instruments, e.g. a triangle, a drum, cymbals. Children have to say the order in which they heard the sounds.
7. Animal sounds - Children take turns in making three animal sounds. Someone is chosen to say what the sounds were in the right order.
8. Following instructions - Give one child three instructions to be carried out, e.g. walk to the door, put your hands on your head, come back and stand near the chair. Alternatively ask for a series of objects to be brought to you – e.g. "Bring me a pencil, a book a cup and a button."
9. Whisper a message around the circle. The last person speaks out the message aloud. Has it changed from the original message?
10. Who am I? The teacher selects one child who hides his eyes. Someone is chosen to stand behind the child and say. "Who am I?" A variation on this is the game "Kangaroo Skippy Roo".
11. Listen for the rhyming words
12. Echo claps

Listening for initial sounds

1. Which is different? – Encourage the children to listen for the first sound in the word, e.g. biscuits, butter, bread, cake
2. Show pictures of objects and children must identify the beginning sound

Listening for middle and final sounds

1. Pick out all the words that end with a particular consonant, e.g. rub tub, cup
2. Pick out all the words that have the same short vowel sound in the middle of 3 letter words e.g. pat, pet, mat

Counting rhymes

Here is the Beehive

Here is the beehive (*make a fist*)

Where are the bees?

Hiding inside where nobody sees

Watch them come creeping out of the hive

One, two, three, four, five (*release one finger at a time from the fist/hive*)

...BUZZ-ZZZ (*wiggle fingers*)

Five Currant Buns

Five currant buns in a baker's shop (*hold up five fingers*)

Big and round with a cherry on the top (*draw a circle in the air*)

Along came a girl/boy (or child's name) with a penny one day,

Bought a currant bun and took it away (*tuck one finger down into fist*).

Four currant buns in a baker's shop...

(Continue until no currant buns are left in the baker's shop).

Five Green, Speckled Frogs

Five green and speckled frogs (*hold up five fingers*)

Sat on a speckled log,

Eating the most delicious bugs,

Yum, yum! (*rub tummy with other hand*)

One jumped into the pool (*tuck one finger down*)

Where it was nice and cool,

Then there were four green speckled frogs,

Glub, glub!

Four green and speckled frogs...

(Continue until there are no speckled frogs on the log).

Five Little Ducks

Five little ducks went out one day (*hold up five fingers*)

Over the hills and far away (*hold arm across body and tuck fingers behind shoulder on the opposite side of the body*)

Mother duck said, "Quack, quack, quack, quack" (*use other hand to make a mother duck beak and open and close hand to quack*)

But only four little ducks came back (bring first hand back to the front with four fingers showing)
Continue until no little ducks came back, then:

Mother Duck went out one day,

Over the hills and far away,

Mother Duck said "Quack, quack, quack, quack"

And all of those five little ducks came back.

Five Jellyfish

Five jellyfish, ^[SEP] five jellyfish (*hold up five fingers*)

Five jellyfish sitting on a rock.

One jumped off! ^[SEP] Splash! (*tuck one finger down into a fist*)

Four jellyfish... three jellyfish etc...

No jellyfish, ^[SEP] no jellyfish,

No jellyfish sitting on a rock.

One jumped up! Hooray!

One jellyfish...

One, Two, Buckle My Shoe

One, two tie up my shoe (*pretend to do up shoe*)

Three, four knock on the door (*pretend to knock on door*)

Five, six pick up sticks (*pretend to pick up sticks*)

Seven, eight lay them straight (*pretend to lay sticks down*)

Nine, ten a big fat hen! (*make a big circle with arms.*)

5 Cheeky Monkeys Jumping on The Bed

Five cheeky monkeys jumping on the bed (*hold up five fingers and make them jump up and down*)

One fell off and bumped his head (*rub head*)

Mama called the doctor and the doctor said (pretend to call on phone)

“No more monkeys jumping on the bed” (*wag pointer finger like scolding someone*)

Four cheeky monkeys jumping on the bed....etc.

There Were Ten in The Bed

There were ten in the bed,

And the little one said, ‘Roll over, roll over’,

So they all rolled over and one fell out.

There were nine in the bed and the little one said

...continue down to: there was two in bed ...

Now the little one had the whole bed!

Ten Cheeky Monkeys Swinging in the Tree

Ten cheeky monkeys swinging in the tree (*hold up ten fingers and swing hands from side to side*)

Teasing Mr Crocodile, “You can’t catch me!”

Along came Mr Crocodile as quiet as can be,

And SNAP! (*snap hands together*)

Nine cheeky monkeys swinging in the tree... etc.

One Potato, Two Potato

One potato, two potato

Three potato, four,

Five potato, six potato,

Seven potato, more!

Eight potato, nine potato, now we’re up to ten,

Eleven potato, twelve potato,

Time to start again.

(Second time : No time to start again.)

Fish Alive

1, 2, 3, 4, 5,

Once I caught a fish alive,

6, 7, 8, 9, 10,

Then I let it go again.

Why did you let it go?

Because it bit my finger so.

Which finger did it bite?

This little finger on my right.

Ten Fat Sausages

Ten fat sausages sizzling in a pan (hold up ten fingers)

All of a sudden one went BANG! (clap hands on loud bang!)

Nine fat sausages sizzling in a pan,

All of a sudden one went BANG! ... etc.

Five yellow mangoes

Five yellow mangoes up in the tree (*Point up*)

Five yellow mangoes looking at me

I shook that tree as hard as I could, (*Pretend to shake*)

Down came a mango, (*Fingers coming down from above*)

Mmmm, it was good. (*Rub tummy!*)

Repeat with four, three, two, and one mangoes

Finger plays and other poems

Thank you rhyme

My hands say thank you with a clap clap clap

My feet say thank you with a tap tap tap

My head says thank you when I give a nod

I say thank you for everything to Father God (*arms towards Heaven*)

Here is the beehive

Here is the beehive, but where are the bees? (*clench fist*)

Hidden away where nobody sees,

Here they come creeping out of their hive: 1,2,3,4,5. (*bring thumb out first then rest of fingers*)

Open shut them

Open, shut them (open hands then close them together)

Open, shut them

Give a little clap, clap, clap (clap hands each time you say "clap")

Open shut them (open hands then close them together)

Open shut them

Lay them on your lap, lap, lap (tap your lap each time you say "lap")

Creep them crawl them ("crawl" fingers up the sides of your body)

Creep them crawl them

Right up to your chin, chin, chin (bring fingers to chin)

Open wide your little mouth

But do not let them in (hide fingers behind back)

Where is Thumbkin

Where is Thumbkin? Where is Thumkin? (*Hide hands behind back*)

Here I am! Here I am! (*Show left thumb, then right thumb*)

How are you today, sir? (*Wiggle left thumb*)

Very well, I thank you. (*Wiggle right thumb*)

Run away, run away. (*Hide left hand behind back, then right hand*)

Other verses:

Where is Pointer? (*repeat with pointer finger*)

Where is Tall man? (*repeat with middle finger*)

Where is Ring man? (*repeat with ring finger*)

Where is Pinkie? (*repeat with pinkie finger*)

Where is the family? (*repeat with all fingers*)

Jungle Poem

Tiger, tiger, orange and black, with black stripes upon his back,

When he growls, sharp teeth I see, he's as scary as can be.

Elephant, elephant large and grey, swings his trunk along the way.

His ears are big, his tusks are white. Don't be scared, he doesn't bite.

Crocodile, crocodile long and green, the sharpest teeth you've ever seen.

His legs are short, his mouth is wide. If you get too close you'll be inside.

Giraffe, giraffe, so very tall, he spreads his legs out so he won't fall.

He eats leaves from the tops of the trees. His long neck helps him reach the leaves he sees.

Hippopotamus, hippopotamus, in the mud he lies. The mud goes right up to his eyes.

Lying in the muddy pool, keeps his skin very cool.

Father, lion. mighty and strong, has a very loud roar and a mane so long.

Mother lioness goes hunting each day. Her cubs wait at home and must not stray.

Ipsy Wipsy Spider

Ipsy Wipsy Spider went up the water spout.

(Touch the thumb of one hand to the index finger of the other hand. Then touch the index finger to the thumb of the other hand. Do it over again while lifting your hands up.)

Down came the rain,

(Bring you hands down. While you are doing this, wiggle your fingers to simulate rain.)

and washed poor Ipsy.

(Sweep your hands away from one another while hand palms are pointing towards the floor.)

Up came the sun, and dried up all the rain,

(Form a circle with your hands (sun), and rise your hands to make the sun is rising).

and Ipsy Wipsy spider went up the spout again.

(Repeat step one.)