

Objectives

- Explore free movement and improve small-muscle coordination.
- Identify spatial relationships.
- Demonstrate opposites in both body and vocal expression as well as bilateral hand and finger coordination.

Arizona Early Learning Standards Addressed

1. **Language and Literacy:** Demonstrates an understanding and participates in finger plays, songs, and chants
2. **Social Studies:** Recognizes that people live in many different places, have different cultures and languages—begins to ask questions about and describe differences
3. **Fine Arts:** Sings and moves to familiar songs chants

Materials

- Musical and spoken accompaniment (sung or prerecorded sound)

Activity 1

1. Start a song or chant and model actions (see Musical Selections below).
2. Encourage the children to join you once they feel comfortable.
3. Repeat at least three times, changing speed (tempos) and volume (dynamics).
4. Ask the children to give suggestions for fast, slow, loud, and soft.

*“How will the spider crawl? Slowly?
Quickly? Quietly?”*

Music and Context

United States | Songs and Chants

Finger plays, chanted rhymes, and body games encourage self-awareness through independent movements and steady beat keeping. Participating in rhymes and full-body beat keeping reinforces language skills, increases vocabulary, and develops small- and large-muscle coordination. Short songs allow room for repetition and child-centered feedback and suggestions.

Musical Selections

1. “Ten Wiggly Fingers”
2. “Tony Chestnut”

Latin America | Folk Songs in Spanish

Familiar songs in a foreign language create an immediate association with another culture. Children’s songs with small variations in words, melody, or rhythm are found in many Latin American countries. “Itsy Bitsy Spider” variations diverge slightly in language and story line.

Musical Selections

1. “Itsy Bitsy Spider” / “La Araña Pequeñita”
2. “La Araña Chiquitita” from Spain



Prekindergarten students demonstrate bilateral hand and finger coordination through finger games.

MUSICAL PLAY THROUGH FINGER GAMES

English Language Arts

Activity 2

1. Sing a folk song in English and encourage the children to participate in the finger play (see Musical Selections below).
2. Sing the same folk song in Spanish, starting with a very small (pequeñita) spider. Emphasize how small each person's spider is represented through their fingers.
3. Sing the same folk song in Spanish, but change pequeñita (small) to grandotota (enormous). Emphasize how big each person's spider is represented through their fingers.
4. Introduce a different version of the same folk song from Spain (see Musical Selections below). Ask the children to describe the narrative of the song.
"How is this story different? How is it the same?"
5. Repeat at least three times, changing speed (tempos) and volume (dynamics).
6. Ask the children to give suggestions for fast, slow, loud, and soft.
"How will the spider crawl? Slowly? Quickly? Quietly?"

Assessment

1. Fine motor skills and small-muscle coordination in hands and fingers.
Are they able to move hands independently, together, and in opposite directions?
2. Verbal identification and language development.
Can they detail the elements of a story?
Can they identify fast, slow, loud, and soft as musical elements?
3. Full-body beat keeping and body-part identification.
Can they tap the appropriate body parts throughout the song?
Are they anticipating musical rests and changes?



ADDITIONAL RESOURCES

Musical Selections

TOOL KIT III

Musical Selections, Suggested Videos or Citations, Lyrics (when available)

“Ten Wiggly Fingers” from the United States

Lyrics:

*Ten wiggly fingers wiggle from side to side.
Ten wiggly fingers going for a ride.
Ten wiggly fingers wiggle up and down.
Ten wiggly fingers riding down to town.*

*Ten wiggly fingers wiggle round and round.
Ten wiggly fingers don't make a single sound.
Ten wiggly fingers playing hide and seek.
Now they're gone. Don't peek.*

“Tony Chestnut” from the United States

Two staves of musical notation in 2/4 time. The first staff contains the melody for the first line of lyrics, and the second staff contains the melody for the second line. The lyrics are written below the notes.

To - ny Chest-nut knows I love you, To - ny Chest-nut knows I love you,
To - ny Chest - nut knows I love you, That's what To - ny knows.

“Itsy Bitsy Spider” / “La Araña Pequeñita” from the United States

Four staves of musical notation in 6/8 time. The first staff contains the melody for the first line of lyrics, and the subsequent staves contain the melody for the following lines. The lyrics are written below the notes.

La ar - añ - a pequ - eñ - i - ta sub - ió, sub - ió, sub - ió,
The it - sy bit - sy spi - der went up the wa - ter spout,
Vi - no la llu - via y se la lle - vó.
Down came the rain and washed the spi - der out.
Sal - ió el sol y to - do lo se - có Y la ar -
Out came the sun and dried up all the rain. And the
añ - a pequ - eñ - i - ta sub - ió, sub - ió, sub - ió.
it - sy bit - sy spi - der went up the spout a - gain!

ADDITIONAL RESOURCES

Musical Selections

Lyrics (in English):

*The itsy bitsy spider went up the water spout,
Down came the rain and washed the spider out,
Out came the sun and dried up all the rain,
And the itsy bitsy spider went up the spout again!*

Lyrics (in Spanish):

*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.*

“La Araña Chiquitita” from Spain



La ar - aña chiqu - i - tit - a tre - pó por la par - ed, (La
ar - aña chiqu - i - tit - a tre - pó por la par - ed.)
Vi - no la llu - via y al sue - lo la ti - ró ¡pum!
(Vi - no la llu - via y al sue - lo la ti - ró ¡pum!) El
sol sal - ió, la llu - via se se - có La
ar - aña chiqu - i - tit - a de nue - vo tre - pó.

Lyrics (in Spanish):

*La araña chiquitita trepó por la pared, (La araña chiquitita trepó por la pared)
Vino la lluvia y al suelo la tiró ¡pum! (Vino la lluvia y al suelo la tiró ¡pum!)
El sol salió, la lluvia se secó
La araña chiquitita de nuevo trepó*

ADDITIONAL RESOURCES

Musical Selections



TheLearningStation. "Tony Chestnut (Toe Knee Chestnut) Children's Song by The Learning Station". YouTube video, 4:36. <https://www.youtube.com/watch?v=gtD68-MC5ZI>.



Hoffman, Luke. "La Arana Pequeñita (The Itsy Bitsy Spider)." YouTube video, 2:12. Posted [September 2015]. <https://www.youtube.com/watch?v=EYkj69X7O6o>.



Canal de Miryta85. "La Araña Chiquitita." YouTube video, 0:43. Posted [March 2009]. <https://www.youtube.com/watch?v=ldT5LgYDh8E>.