

Rhymes for little ones

DAS JUGENDAMT.
Unterstützung, die ankommt.



We would like to thank the Klett Kita specialist publishers for the free use of finger games and rhymes from "Die schönsten Fingerspiele & Bewegungsreime für Krippenkinder".

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THE MOVEMENT INSTRUCTIONS FOR THE RHYMES AND FINGER PLAYS ARE PRINTED IN "COLOUR" BELOW THE TEXT.



Dear parents,

Rhymes fascinate even the youngest of children. Babies love the sound and rhythm of nursery rhymes. Especially when the rhymes are combined with movements and finger plays. Babies don't yet understand the meaning of words. But they can SEE, HEAR and FEEL them.

SEE: Babies carefully follow the mouth movements and facial expressions of their parents. They connect the mouth movements with the sounds and the facial expressions with the content of the rhymes.

LISTENING: Babies love the sound and melody of rhymes. They react to the different tones of their parents' voices and hear the different sounds.

FEEL: Babies learn through movement and touch. They feel the loving touch of their parents during finger games and try to imitate the movements. Babies learn and speak with their whole body.

Rhymes and finger games are a lot of fun and joy for babies and toddlers - and also for parents. The closeness of playing together is great for the relationship between parents and children. Rhymes and finger plays awaken the joy of speaking. They also support children's language development.

In this booklet you will find a colourful selection of rhymes and finger games and receive information and tips on children's language development.

We hope you and your child enjoy trying them out together!



Wie das Fähnchen auf dem Turme

Wie das Fähnchen auf dem Turme
sich kann dreh'n bei Wind und Sturme.
So soll sich mein Händchen dreh'n,
dass es eine Lust ist anzuseh'n.

**STRETCH BOTH HANDS UPWARDS AND
TURN THEM BACK AND FORTH AS FLAGS.**

Wie das Blättchen an der Linde
sich bewegt bei Sturm und Winde.
So soll sich mein Händchen dreh'n,
dass es eine Lust ist anzuseh'n.

**STRETCH BOTH HANDS UPWARDS AND
BACK AND FORTH AS LEAFLETS.**

Wie der Drachen in der Höhe
sich bewegt bei Sturm und Böe.
So soll sich mein Händchen dreh'n,
dass es eine Lust ist anzuseh'n.

**STRETCH BOTH HANDS UPWARDS AND
BACK AND FORTH AS A KITE.**

Die Hausmaus

Die Hausmaus, die Hausmaus,
FORM A ROOF OVER YOUR HEAD.
die will aus dem Haus raus.
CRAWL BACK AND FORTH WITH YOUR HANDS.

Sie sucht sich ein Loch,
**DRAW A CIRCLE WITH BOTH HANDS
IN THE AIR WITH BOTH HANDS.**
kriecht raus und denkt „Och!“
**TAP YOUR INDEX FINGER AGAINST
FOREHEAD WITH YOUR INDEX FINGER.**

Ich bin eine Hausmaus,
FORM A ROOF OVER YOUR HEAD.
will nicht aus dem Haus raus.

Ich bleib lieber hier,
so gut geht es mir.
RUB YOUR BELLY.



*Aus: Die schönsten Fingerspiele &
Bewegungsreime für Krippenkinder*

Die Fingertiere

Fünf Finger sind an meiner Hand.

RAISE YOUR HAND, SPREAD YOUR FINGERS.

Der Daumen ist ein Elefant.

STRETCH OUT YOUR THUMB,

FORM THE OTHER FINGERS INTO A FIST.

Stampft mit den Füßen auf den Boden.

STAMP WITH BOTH FEET.

Und reckt den Rüssel ganz nach oben.

**FORM A TRUNK WITH YOUR ARMS IN FRONT
OF YOUR NOSE WITH YOUR ARMS AND PUT
YOUR HEAD BACK.**

Der Zeigefinger gar nicht bange.

STRETCH OUT YOUR INDEX FINGER.

Windet sich, wie eine Schlange.

MOVE YOUR INDEX FINGER UP AND DOWN.

Auf und ab und rundumher

**MOVE YOUR ARM UP AND DOWN AND IN A
CIRCLE.**

kriecht die Schlange kreuz und quer.

MOVE INDEX FINGER UP AND DOWN.

Der Mittlere ein Nashorn ist,

EXTEND MIDDLE FINGER.

das gerne Obst und Pflanzen frisst.

**BRING YOUR HAND TO YOUR MOUTH,
IMITATE CHEWING MOVEMENTS.**



Aus: Die schönsten Fingerspiele &
Bewegungsreime für Krippenkinder

Im Schlammbad liegt es gern und lang.

BEND BACKWARDS.

Mit seinem Horn wird ihm nicht bang.

TAP YOUR NOSE.

Der Ringfinger, das Krokodil,

STRETCH OUT RING FINGERS.

flutscht schnell ins Wasser rein, am Nil.

IMITATE SWIMMING MOVEMENTS.

Dann reißt es weit sein Maul hier auf,

**USE BOTH ARMS TO REPRESENT THE CROCO-
DILE'S MOUTH AND OPEN WIDE.**

schnappt einen Fisch und frisst ihn auf.

MOVE BOTH ARMS „OPEN AND CLOSE“.

Der kleine Finger, sieh ihn an,

STRETCH OUT LITTLE FINGER.

er ist ein Affenbaby dann.

MOVE THE FINGER.

Springt fröhlich hier von Baum zu Baum.

**LET THE LITTLE FINGER „JUMP“ THROUGH THE
AIR, „JUMP“ THROUGH THE AIR.**

So lustig ist er anzuschauen.

CLAP YOUR HANDS.

Mein Häuschen

Mein Häuschen ist nicht ganz gerade,
das ist aber schade!
Mein Häuschen ist ein bisschen krumm,
das ist aber dumm!

**WITH BOTH HANDS
FORM A CROOKED HOUSE.**

Huuh – da bläst der Wind herein.

**BLOW INTO YOUR HANDS,
THAT FORM THE HOUSE.**

Bautz – fällt das ganze Häuschen ein!
DROP YOUR HANDS.

1,2,3 – schaut nur, schaut!
Jetzt ist es wieder aufgebaut.
**WITH BOTH HANDS AGAIN
FORM A HOUSE AGAIN.**



Ich bin ein Baum

Ich bin ein Baum, ich stehe da
**STAND WITH LEGS APART,
ARMS UP.**
und fühle mich ganz wunderbar.
SMILE.

Die Vögel sitzen auf den Zweigen.
**MAKE FLYING MOVEMENTS WITH YOUR
ARMS.**
Der Wind kann mich auch manchmal beugen.
**BEND THE WHOLE BODY FORWARDS
AND SIDEWAYS.**

Doch meine Wurzeln halten mich.
STAMP WITH BOTH FEET.
Komm, lehn dich gerne fest an mich.
HUG YOUR CHILD.

Ich bin ein Baum, ich stehe da
**STAND WITH LEGS APART,
ARMS UP.**
und fühle mich ganz wunderbar.
SMILE.

*Aus: Die schönsten Fingerspiele &
Bewegungsreime für Krippenkinder*



Himpelchen und Pimpelchen

Himpelchen und Pimpelchen stiegen auf einen Berg.

**ONE THUMB IS HIMPELCHEN, THE OTHER IS PIMPELCHEN.
STRETCH OUT YOUR THUMBS AND WIGGLE THEM BACK AND
FORTH. WIGGLE AND MOVE YOUR HANDS UPWARDS.**

Himpelchen war ein Heinzelmann und
Pimpelchen ein Zwerg.

**FIRST WIGGLE ONE THUMB AND THEN THE OTHER
WIGGLE YOUR THUMBS.**

Sie blieben lange dort oben sitzen
und wackelten mit den Zipfelmützen.

**HOLD BOTH THUMBS NEXT TO EACH OTHER
AND WIGGLE THEM AT THE SAME TIME.**



Doch nach vielen, vielen Wochen
sind sie in den Berg gekrochen.

**LET BOTH THUMBS DISAPPEAR INTO THE
FISTS.**

Da schlafen sie in guter Ruh'.
Sei mal still und hör gut zu!

MAKE SLEEP OR SNORING NOISES.



Der Tisch ist gedeckt

Der Tisch ist gedeckt.

**A SWEEPING HAND MOVEMENT
ACROSS THE TABLE.**

Teller und Besteck.

TAP YOUR OWN PLATE AND CUTLERY.

Wir sitzen bereit,

STAND UP AND PLOP DOWN ON THE CHAIR

„PLOP DOWN“ ON THE CHAIR.

mit Hunger und Freud'.

RUB YOUR BELLY.

Guten Appetit,

GRASP HANDS.

nun esst alle mit.

MOVE YOUR HANDS UP AND DOWN.

Aus: Die schönsten Fingerspiele & Bewegungsreime für Krippenkinder



Die Mücke

Schau, die Mücke, summ, summ, summ,
sie fliegt um deinen Kopf herum.

THE FINGERS OF ONE HAND CIRCLE AS A MOSQUITO AROUND THE CHILD'S HEAD.

Sie fühlt sich so bei dir zu Haus
und ruht sich auf der Nase aus.

**THE MOSQUITO LANDS ON THE ARM,
THE BELLY, THE LEG AND FINALLY ON THE
CHILD'S NOSE.**



Das Würmchen auf dem Türmchen

Es war einmal ein Würmchen,
das klettert auf ein Türmchen.

**USE ONE FOREARM AS A „TOWER“
AND WITH THE INDEX FINGER OF THE OTHER
HAND CLIMB UP THE TOWER AS A „WORM“.**

Da kam ein Stürmchen,
BLOW.
da flog das Würmchen vom Türmchen.
DROP YOUR INDEX FINGER DOWN



Children's language development

FROM BIRTH The baby listens carefully and recognises the voice of the mother and also the father. The baby comes into intensive contact with its environment through its cries.

Practicing earliest communication

BY 3 MONTHS The baby can now express itself in a more differentiated way. It now also communicates through babbling and squeaking.

First babbling phase

BY 6 MONTHS The baby now slurs whole syllables and doubling of syllables like "lalala". It already understands some names of objects or people like „dada“.

Second babbling phase

BY 12 MONTHS The baby's sound games turn into real babbling monologues. It knows that its vocalisations like "mama" have a specific meaning.

Pre-linguistic development is complete

BY 18 MONTHS The child learns 2 to 10 more words. It understands simple questions or orders and it interprets the speaker's facial expressions and gestures.

First communication in children's language

BY 24 MONTHS The child now learns new words much more quickly. It has a vocabulary of 200 nouns, verbs, adjectives and pronouns.

A vocabulary explosion leads into the first questioning age

BY 30 MONTHS The child strings more than 2 words together. It perceives language rules. Some children already speak of themselves as "I".

Extension of sentence constructions to unformed multi-word sentences

BY 36 MONTHS By constantly asking questions, the child expands its knowledge. The vocabulary increases and its understanding of language are no longer significantly restricted.

An acquisition of question words leads into the second questioning age

How do I talk to my baby?

- Speak to your baby in simple sentences and emphasise clearly.
- Play with your own voice – speak high, low, loud, soft, fast and slow. The use of so-called “baby language” (Infant Directed Speech) supports your baby’s voice recognition. Most parents use baby language intuitively.
- Support what is being said with gestures and facial expressions – this will attract your child’s attention.
- Babies love frequent repetition. They are happy when they recognise something.
- Babies love rhymes, songs, finger plays and riding on one’s knee, when they come from a familiar voice, either spoken or sung.
- Babies really enjoy looking at picture books. For babies, books are toys that they like to reach into, turn the pages and take a bite. They also like to look at pictures together with their parents and older siblings – especially when the readers accompany the pictures verbally in simple, short sentences.

Notes on smartphones, tablets, TV etc.:

Babies and toddlers do not need digital media for their development. On the contrary: They must experience with all their senses that they can make a difference themselves. In order to do this, they need people to look at them, talk to them and play with them. This promotes their development, concentration and imagination. They also need room to move around so they can try things out.

Babies and small children do not need smartphones, TVs or tablets!

Additional information

Are you looking for suitable children’s books for all ages, books in your family’s language or new ideas for games?

Then visit the

Children’s and Youth Library (Kinder- und Jugendbibliothek) in the **City and State Library (Stadt- und Landesbibliothek)**

Max-Von-Der-Grün-Platz 1–3
44137 Dortmund

or the **District Libraries** where you will find a diverse range of children’s and young adult literature.

There, you will receive a free library card for your child, which you can use to borrow books and other media.

If you are interested in more information on early childhood support, as well as offers and events for families in Dortmund, then visit us online at

dortmund.de/familie.

Or you can contact the Family Office in your district directly!

You will receive information, support and advice from your Family Office.

Let yourself be surprised by the multitude and variety of offers for families in Dortmund!

The staff of the Family Offices looks forward to your visit!

More information
on your Family Offices
can be found here





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To save our environment: We only use FSC/PEFC-certified paper, alcohol-free printing chemicals and printing inks on a vegetable oil basis.



Here you can find a pdf version of the explanations and notes on the rhymes in other languages as well as other Plappermaul books:

dortmund.de/plappermaul