

Educational Activities, Inc. Presents....

I KNOW THE COLORS IN THE RAINBOW

With
Ella Jenkins

TRACK # 1. I KNOW THE COLORS IN THE RAINBOW

This song's principal intention is to express a *happy mood*. Also the song hopes to bring about **COLOR AWARENESS** in the children-using some basic, familiar colors at first. The song might even set them off to *chasing rainbows*, seeking their *individual pots of gold*.

*I know the colors in the rainbow,
I know them very well, I'd say,
So if any color is missing,
I'd know it right away
I'd know it right away.*

RED is A Color In The Rainbow
ORANGE Is A Color In The Rainbow
YELLOW Is A Color In The Rainbow
BLUE Is A Color In The Rainbow
PURPLE Is A Color In The Rainbow

*After it rains, look up to the sky
There might be a rainbow way up high
Some people say, so I've been told
That at the rainbow's end is a "Pot of Gold."*

Ask your children if they know a color in the rainbow that is missing in the song. (green)

TRACK # 2. IT WON'T RAIN, IT WON'T RAIN

Here's an opportunity for the children to explore sounds and rhythm - CAREFUL LISTENING has to be adhered to if the children are to come in on time on the anticipated WHA or CLICK. The children will pick up the song quite easily - thus the intentional repetition. THE RAINBOW THEME is extended also.

I gotta rainbow	I gotta rainbow	(CLICK)
Around my shoulders,	Around my ankles,	(CLICK)
I gotta rainbow	I gotta rainbow	(CLICK)
Around my shoulders,	Around my ankles,	(CLICK)
I gotta rainbow	I gotta rainbow	(CLICK)
Around my shoulders,	Around my ankles,	(CLICK)
It won't rain	It won't rain	(CLICK)
It won't rain	It won't rain	(CLICK)
I gotta rainbow (WHA)	I gotta rainbow (WHA & CLICK)	
Around my head, (WHA)	Around my feet, (WHA & CLICK)	
I gotta rainbow (WHA)	I gotta rainbow (WHA & CLICK)	
Around my head, (WHA)	Around my feet, (WHA & CLICK)	
I gotta rainbow (WHA)	I gotta rainbow (WHA & CLICK)	
Around my head, (WHA)	Around my feet, (WHA & CLICK)	
It won't rain (WHA)	It won't rain (WHA & CLICK)	
It won't rain (WHA)	It won't rain (WHA & CLICK)	

TRACK # 3. WHO FED THE CHICKENS?

Here's another *anticipating* song that stimulates FUN, shares three *Farm* chores, and exercises a *few* pronouns. THE CHILDREN POINT TO ONE ANOTHER IN A FRIENDLY WAY:

Who Fed The Chickens?
Who Stacked The Hay?
Who Milked The Cows?
On This Fine Day

1. I DID (TWICE)
2. SHE DID (TWICE)
3. HE DID (TWICE)
4. SHE DID (TWICE)

5. WE DID (*TWICE*)

6. THEY DID (*TWICE*)

TRACK # 4. BIM BOM, BIM BOM

I've spent quite a number of years working with children in the JEWISH COMMUNITY CENTERS; this is one of the sounds that caught my ears. Children are fascinated with new tones, new sounds, new expressions.

Bim Bom

Bim Bom

Bim Bim Bim Bom

Bim Bim Bim Bom

Bim Bim Bim Bim Bim Bom

Bim Bim Bim Bim Bim Bom

Bim Bom

Bim Bom

Bim Bim Bim Bom

Bim Bim Bim Bom

Bim Bim Bim Bim Bim Bom

Bim Bim Bim Bim Bim Bom

TRACK # 5. KALUBA, BEAT THE DRUM

CONTROLLED PERCUSSION use can be a good experience for children in the PRE-SCHOOL and PRIMARY grades-using a variety of percussion instruments individually and then fused together, creates a listening pattern-an ability to sort out individual tones. PERCUSSION INSTRUMENTS used here are the KALUBA DRUM, the MARACAS The GUIRO and the COWBELL. The GUITAR supply the MELODY.

Kaluba, beat the drum

Kaluba, it's lots of fun

Kaluba, keep the beat

Kaluba, now repeat

TRACK # 6. IN THE PEOPLE'S REPUBLIC OF CHINA

During July of 1979 I was afforded an opportunity to visit the People's Republic of China. The visit impressed me greatly and I couldn't wait, it seemed, to get back home to share some of my enriching experiences with children around the United States. This song and the next are an aspect of my kind of sharing:

In The People's Republic Of China (CLAP HANDS)
Little Children Clap Their Hands (CLAP HANDS)
To Welcome All The Vistors (CLAP HANDS)
From Many Different Lands (CLAP HANDS)
La La verse.....

TRACK # 7. A TRAIN RIDE TO THE GREAT WALL

I Took A Little Train
To Pataling*
And As We Rode
We Heard The Children Sing

HUNG HOW
HUNG HOW
BOO HOW
BOO HOW
NEEHOW MAH?
NEEHOW MAH?

HUNG HOW
HUNG HOW
BOO HOW
BOO HOW
NEEHOW MAH?
NEEHOW MAH?

Near PEKING, CHINA there is a great wall- it is long and it is tall. Some tell a story in a song that CHINA'S GREAT WALL IS 2000 MILES LONG!

HUNG HOW
HUNG HOW
BOO HOW
BOO HOE

NEEHOW MAH?
NEEHOW MAH?

HUNG HOW
HUNG HOW
BOO HOW
BOO HOW
NEEHOW MAH
NEEHOW MAH?

* *The alighting point before walking
to The Great Wall - it took 15
minutes to walk.*

TRACK # 8. I'M SINGING A SOLO

To encourage children to take *solo* parts, should be done *slowly* and *carefully*. If a child is unsure of his or her voice or has fear of not being able to remember the words, try a *single word*, then a *phrase*, then a *verse* and before long a *whole song* will follow-depending upon the *at-easeness* of the *individual* child. Using SIMPLICITY is a good beginning-the INTRICACIES can come over many program days, weeks and months-ENJOYMENT OF MUSIC should take place over these developmental periods. Each child does not have to sound the same. LET'S INSTEAD, RESPECT THE CHILD'S INDIVIDUALITY.

Let's look for VOICE RANGE VARIATION. Listen to varying TONES of these four children:

I'm Singing A Solo
I'm Singing By Myself
And When You Sing A Solo
You Don't Need Anyone Else

Yes, I'm Singing A Solo
I'm Singing By Myself
And When You Sing A Solo
You Don't Need Anyone Else

ELLA: I'M SINGING A

Children: solo

ELLA: I'M SINGING BY MY

Children: self

ELLA: AND WHEN YOU SING A

Children: solo

ELLA: YOU DON'T NEED ANYONE

Children: else

TRACK # 9. HE'S PLAYING A SOLO, SH'E PLAYING A SOLO

Children can learn a lot about music and appreciate music by listening to individual instruments as well as hearing them played together-as in a BAND, ORCHESTRA OR IN A DUET, TRIO, QUARTET OR QUINTET, et al.

He's Playing A Solo

He's Playing By Himself

And When He Plays A Solo

He Doesn't Need Anyone Else (PIANO SOLO)

She's Playing A Solo

She's Playing By Herself

And When She Plays A Solo

She Doesn't Need Anyone Else (GUITAR SOLO)

He's Playing A Solo

He's Playing By Himself

And When He Plays A Solo

He Doesn't Need Anyone Else (TENOR SAXAPHONE SOLO)

She's Playing A Solo

She's Playing By Herself

And When She Plays A Solo

She Doesn't Need Anyone Else (FIDDLE SOLO)

TRACK # 10. I CAN SING HIGH NOTES, I CAN SING LOW NOTES

This is another vehicle to FEELING MUSIC- HIGH NOTES-LOW NOTES-VOCALLY-then INSTRUMENTALLY-the idea can be expanded-again and again:

Yesterday Morning
I Wrote A Note To You
Did You Notice
That The Paper Was Blue?
I Can Sing High Notes
Loo Loo Loo Loo Loo (ELLA)
Loo Loo Loo Loo Loo (CHILDREN)
I Can Sing Low Notes
Loo Loo Loo Loo Loo (ELLA)
Loo Loo Loo Loo Loo (CHLIDREN)

Instrumental solos: Guitar, Flute, Fiddle, Piano

You might add:

I Can Sing SAD NOTES
LOO LOO LOO LOO LOO (MINOR KEY)
LOO LOO LOO LOO LOO
I Can Sing GLAD NOTES
LOO LOO LOO LOO LOO (MAJOR KEY)
LOO LOO LOO LOO LOO

Track # 11. TUMBALALAIKA, PLAY BALALAIKA

Here the children are developing deeper feelings for the MINOR KEY -they began with "I Know The Colors In The Rainbow," "It Won't Rain," "Who Fed The Chickens?", "Kaluba, Beat The Drum," "Bim Bom, Bim Bom," -"High Notes-Low Notes."

TUMBALALAIKA, PLAY BALALAIKA, Like "Bim Bom, Bim Bom" is *Jewish Music*. A lot of Jewish Music is in the MINOR KEY. Here, also, are two (duet) instruments blended-GUITAR and MINOR KEY HARMONICA.

The chorus of the song, as I remember it, goes like this:

Tumbala tumbala tumbalalaika

Tumbala tumbala tumbalalaika

Tumbalalaika, play balalaika

Tumbalalaika, play balalaika

Tumbala tumbala tumbalalaika

Tumbala tumbala tumbalalaika

Tumbalalaika, SPIEL balalaika

Tumbalalaika, FROELICH ZOLL ZEIN (*these are YIDDISH words*)

TRACK # 12. I KNOW A POH-LEECE-MAN (POLICEMAN)

This song is in DIALECT. In SOME CITIES, in SOME NEIGHBORHOODS, both children and adults put the ACCENT ON THE FIRST SYLLABLE of their words. I thought of a few such words and composed a melody around them.

I Know A Poh-leece-man (*policeman*)

Who lives in Dee-troit (Detroit)

He Plays a Git-tar (*guitar*)

At the Hoh-tel (*hotel*)

His Name is Lee-roy (*Leroy*)

And He Drives

A Great Big Car

ELLA: I Know A

Children: Poh-leece-man

ELLA: Who Lives In

Children: Dee-troit

ELLA: He Plays A

Children: Git-tar

ELLA: At the

Children: Hoh-tel

ELLA: His Name is

Children: Lee-roy

ELLA: And He Drives A GREAT BIG

Children: CAR

TRACK # 13. CHOTTO MATTE, KUDASAI
(JUST A MOMEMENT, PLEASE IN JAPANESE)

We are expressing a kind of camaraderie after a day of SHARING.
There are different ways of saying goodbye-some people SHAKE
HANDS-when I was in JAPAN I noticed people showing their
cordiality in saying goodbye by BOWING to one another.

WAVING goodbye is our QUIET way of ending our VARIED,
ACTIVE day-we say goodbye with a SMILE-like the SOFT
COLORS in the RAINBOW:

Chotto Matte Kudasai
Please Wait Before You Say Goodbye
Please Wait Before You Say Goodbye
Chotto Matte Kudasai



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