

ELLA JENKINS

**LOOKING BACK AND
LOOKING FORWARD**

**AND
CHILDREN FROM
ST. VINCENT DePAUL
CENTER**

TRACK # 1 - LITTLE SALLY COLORS

As I look back - when I was a child - my friends and I looked forward to SPRINGTIME and to the OUTDOOR activities that Spring would surely bring - like JUMPING ROPE. We sang CHANTS like this as we jumped:

*Little Sally Colors
Is Coming To Town
To Buy Herself A Wedding Gown
What Color
Will She Choose?
White. Yellow
Green or Blue*

We are repeating the chant several times to give a REALISTIC feeling of children at play - different children taking turns. The children learn the chant easily this way.

Jumper: Siri

Individual child echoing Little Sally Colors: Mayra

**TRACK #2 - LITTLE ELLA BELLA, LITTLE TOMMY BREEN
LEMONADE STAND**

Here's another JUMPING CHANT:

LITTLE ELLA BELLA

*Little Ella Bella
Dressed In Yellow
Went To The Store
To Buy An Umbrella
She Just Tried It
She Didn't Buy It
Because She Couldn't Make Up Her Mind*

LEMONADE STAND

*Just Around The Corner
Is A Lemonade Stand
Sold In Cups
By A Lemonade Man
How Many Cups
Are You Going To Buy?
ONE, TWO, THREE, FOUR, FIVE, SIX, SEVEN, EIGHT, NINE, TEN*

Count along with me: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Let's count BACKWARDS this time: TEN, NINE, EIGHT, SEVEN, SIX,
FIVE, FOUR, THREE, TWO, ONE

Let's do it again: 10, 9, 8, 7, 6, 5, 4, 3, 2, 1

Let's have ONE person JUMP TO THE RHYME:

*Just Around The Corner
Is A Lemonade Stand
Sold In Cups
By A Lemonade Man
How Many Cups*

Are You Going To Buy?

ONE, TWO, THREE, FOUR, FIVE, SIX, SEVEN, EIGHT, NINE, TEN

Let's have another person jump:

Just Around The Corner, etc.

Let's have another person jump but THIS TIME let's count by TENS - like this:

TEN, TWENTY, THIRTY, FORTY, FIFTY, SIXTY SEVENTY, EIGHTY, NINETY, HUNDRED

Just Around The Corner, etc.

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

The above chants are a CONTINUATION of the REALISTIC EFFECT - they are also EXERCISES in RHYME, RHYTHM, ENUNCIATION and REMEMBERING LONG SEQUENCES OF EVENTS.

TRACK # 3 - ICE CREAM SODA

Here's another JUMPING RHYME that was fun:

Ice Cream Soda

Gingerale Pop

Tell Me The Intials

Of Your Sweetheart

A, B, C, E, F, G

Ice Cream Soda

Gingerale Pop

Tell Me The Intials

Of Your Sweetheart

H, I, J, K, L, M, N, O, P

Ice Cream Soda
Gingerale Pop
Tell Me The Intials
Of Your Sweetheart

Q, R, S, T, U, V, W, X, Y, Z

Ice Cream Soda
Gingerale Pop
Tell Me The Intials
Of Your Sweetheart

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

Here the children can practice their ALPHABET and JUMPING. Some children can only jump a SHORT PERIOD OF TIME - while others can go on and on; HOWEVER, there should be SEVERAL REST STOPS between JUMPS.

TRACK # 4 - SCOOPING UP JACKS

In the SPRING we LOOKED FORWARD to PLAYING JACKS. Sometimes we'd play JACKS sitting on the STAIRS and sometimes we would KNEEL on the GROUND. JACKS was another game that was full of fun and made you THINK HARD and JUDGE CAREFULLY. The jacks were usually made of METAL or PLASTIC. A small RED RUBBER BALL was used also.

Scooping Up Jacks
One BY One
Scooping Up Jacks
Until The Game Is Done

Bounce The Boll (with one hand)
On The Floor
Pick Up One Jack

Then Try Some More

*Bounce The Ball
And Pick Up Two Jacks
Bounce The Ball
And Pick Up Three Jacks
Bounce The Ball
And Pick Up Four Jacks
Bounce The Ball
And Pick Up Five Jacks
Bounce The Ball
And Pick Up Six Jacks
Bounce The Ball
And Pick Up Seven Jacks
Bounce The Ball
And Pick Up Eight Jacks*

SHOOTING MARBLES

We looked FORWARD to SHOOTING MARBLES on the ground. It was a good way to study colors and to see how colors could be mixed together. Some of the marbles were so BEAUTIFUL! There were RED ONES AND BLUE ONES AND YELLOW ONES AND PURPLE ONES AND GREEN ONES AND PINK ONES AND ORANGE ONES AND GRAY ONES AND WHITE ONES AND BLACK ONES. And some of the marbles were MIXED COLORS- many colors combined together. Some of the marbles were VERY TINY and some of them were QUITE LARGE. IT WAS FUN TO HAVE A MARBLE COLLECTION. I used to keep my marbles in a little, colorful, cloth bag... I think I'll put my marbles away - LISTEN as I drop ONE by ONE - YOU HELP ME COUNT: ONE TWO THREE FOUR FIVE SIX SEVEN EIGHT NINE TEN ELEVEN TWELVE THIRTEEN FOURTEEN FIFTEEN SIXTEEN SEVENTEEN EIGHTEEN.

Listening to the sounds of JACKS AND BALLS AND MARBLES might prove to be an interesting SOUND EXPLORATION for both SIGHTED and NON-SIGHTED CHILDREN...PLAYING JACKS and SHOOTING MARBLES STIMULATES good EYE-HAND contact...Improves MOTOR SKILLS.

TRACK # 5 - HOW LONG WILL THE TOP SPIN? COUNTING HOW LONG THE TOP SPINS

In the SPRING we LOOKED FORWARD to SPINNING TOPS. Top-spinning was exciting! Some tops could be spun by TWISTING THE HANDLE to the LEFT or to the RIGHT. Other tops were spun by WRAPPING A STRING around them and tossing them to the ground - trying to land the tops on the POINTED ENDS. Many of the tops - like marbles - were BRIGHTLY COLORED. When the tops would SPIN the colors would BLEND - MIXING ALL THE COLORS TOGETHER. Some tops would spin a LONG TIME before FALLING...LET'S LISTEN TO A TOP SPINNING:

LISTENING: TO A TOP SPINNING

Let's COUNT how LONG the top SPINS:
ONE, TWO, THREE, FOUR, FIVE, SIX, SEVEN, EIGHT

Let's SPIN it AGAIN:
ONE, TWO, THREE, FOUR, FIVE, SIX, SEVEN, EIGHT, NINE, TEN,
ELEVEN, TWELVE, THIRTEEN, FOURTEEN

Top spinner and counter: Adam

TRACK # 6 - COUNTING FROM ONE TO TEN IN SPANISH

Let's listen CAREFULLY, girls and boys, to children counting from ONE to TEN in SPANISH:
UNO, DOS, TRES, CUATRO, CINCO, SEIS, SIETE, OCHO, NUEVE, DIEZ

Do it again:
UNO, DOS, TRES, CUATRO, CINCO, SEIS, SIETE, OCHO, NUEVE, DIEZ
All right - now -all of you REPEAT what you hear me say:
ELLA: UNO, DOS, TRES, CUATRO, CINCO, SEIS, SIETE, OCHO, NUEVE, DIEZ
children: uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez

Children counting in Spanish: Gerrado, Jennifer, Angela

The children and I are EXERCISING our SPANISH that we might
Sometimes COUNT the TOP-SPINNING in SPANISH. We could count to
ten - TWO or THREE times - depending on HOW LONG THE TOP SPINS.

TRACK # 7 - SPINNING TOPS

*Spinning Tops Is Lots Of Fun
I Spin Some Every Day
Each Top Has A Humming Sound
As It Whirls Away*

*WATCH The Tops Go Round And Round
LISTEN To Them Spin
Soon They'll All Fall To The Ground
And Then Start Once Again*

While this song is being played and sung, the children might LEISURELY TRY
THEIR SKILLS AT TOP SPINNING - a QUIET PERIOD is suggested.

TRACK # 8 - ONE TOP IS SPINNING

*ONE Top Is Spinning
Now TWO Are Spinning 'Round
THREE Or FOUR More
Are Turning On The Ground
And Very Soon
They'll All Fall Down
They'll Tumble Down To The Ground*

This TOP-SPINNING SESSION could be a little more active since the
TEMPO of the music changes a bit - the RHYTHM stimulates MORE
ACTIVITY.

TRACK # 9 - THE MUSIC MAKER HAS COME TO TOWN

I remember when I was a child - STREET MUSICIANS used to STROLL around the neighborhood making HAPPY SOUNDS with DANCES, INSTRUMENTS and SONGS.

*The MUSIC MAKER
Has Come To Town
The MUSIC MAKER
Never Wears A Frown*

*The MUSIC MAKER
Wears A Bright Red Suit
The MUSIC MAKER
Often Plays A Flute*

*The MUSIC MAKER
Wears Funny Yellow Shoes
The MUSIC MAKER
Never Gets The Blues*

*The MUSIC MAKER
Has Come To Town
The MUSIC MAKER
Is WHISTLING All Around*

*The MUSIC MAKER
Has Come To Town
The MUSIC MAKER
Is DANCING All Around*

*The MUSIC MAKER
Has Come To Town
The MUSIC MAKER
Is SINGING All Around*

LA LA LA LA LA LA LA LA LA...

TRACK # 10 - WE'LL GO A-SAILING

Children, here's a song I used to sing as a child - it's called *We'll Go A-Sailing*:

We'll Go A-Sailing
We'll Go A-Sailing
We'll Go A-Sailing
Over The Ocean
We'll Go A-Sailing
We'll Go A-Sailing
We'll Go A-Sailing
Over The Sea

This time, try it with me:

We'll Go A-Sailing
We'll Go A-Sailing
We'll Go A-Sailing
Over The Ocean
We'll Go A-Sailing
We'll Go A-Sailing
We'll Go A-Sailing
Over The Sea

That sounds good - AGAIN

Now, this time, I'm going to take out the word SAILING and I want YOU to put it in---I'll sing all the rest but you come in and SING-only sing-on just the SAILING part.

ELLA: We'll Go A
Children: Sailing
ELLA: We'll Go A
Children: Sailing
ELLA: We'll Go A
Children: Sailing
ELLA: Over The Ocean

ELLA: We'll Go A
Children: Sailing
ELLA: We'll Go A
Children: Sailing
ELLA: We'll Go A
Children: Sailing
ELLA: Over The Sea

Sing it once again:
(same way)

This time instead of putting in the word *SAILING* - we're going to put in a *HAND-CLAP* but let me do it first and you *LISTEN CAREFULLY*:

We'll Go A - Clap Clap
We'll Go A - Clap Clap
We'll Go A - Clap Clap

Over The Ocean
We'll Go A - Clap Clap
We'll Go A - Clap Clap
We'll Go A - Clap Clap
Over The Sea

I want you to try it with your hands:

ELLA: We'll Go A
Children: Clap Clap
ELLA: We'll Go A
Children: Clap Clap
ELLA: We'll Go A
Children: Clap Clap
ELLA: Over The Ocean
ELLA: We'll Go A
Children: Clap Clap
ELLA: We'll Go A
Children: Clap Clap
ELLA: We'll Go A
Children: Clap Clap

ELLA: Over The Sea

LET'S ALL SING IT

WE'LL GO A-SAILING, etc

You might try substituting small percussion instruments (rhythm stick, maracas, guiros, cowbells, finger cymbals, castanets) for the hand claps. Or try other BODY SOUNDS- tapping on the CHEST, THIGHS, KNEES, FINGER-SNAP-PING, FOOT-TAPPING (this should be carefully controlled)

TRACK # 11 - EVERYBODY CLAP YOUR HANDS #1

I want you to just CLAP your HANDS

Everybody, Clap Your Hands

Everybody, Clap Your Hands

Everybody, Come On And Clap Your Hands

Keep your hands out in FRONT of you
AGAIN

Everybody, Clap Your Hands

Everybody, Clap Your Hands

Everybody, Come On And Clap Your Hands

Now, clap to the LEFT side

Everybody, Clap Your Hands, etc.

Do it again

Everybody, Clap Your Hands. etc.

Now, clap to the RIGHT

Everybody, Clap Your Hands. etc.

Do THAT again also

Everybody, Clap Your Hands. etc.

This time, I want you to put your hands
ABOVE YOUR HEAD and CLAP

Everybody, Clap Your Hands, etc.
Keep Them UP there - now
Well - Everybody, Clap Your Hands, etc.

Now - clap your hands RIGHT ABOVE YOUR FEET - here we go

Everybody, Clap Your Hands, etc.
Keep them DOWN
Well - Everybody, Clap Your Hands, etc.

Now this is going to be HARD - see if you can put your hands
IN BACK OF YOU and CLAP - here we go

Everybody, Clap Your Hands, etc.
Keep them BACK there
Everybody, Clap Your Hands, etc.
Last time - IN FRONT OF YOU
Everybody, Clap Your Hands, etc.
Softly now - REAL SOFT
Everybody, Clap Your Hands, Etc.

Hand-Clappers: Dylan, Brian, Kolbi, Angela, Helen, Apa, Juan, Carmen,
Shannon

TRACK # 12 - EVERYBODY CLAP YOUR HANDS #2

Everybody, STAND UP -Let's have a GOOD TIME! EVERYBODY, CLAP
YOUR HANDS

Everybody, Clap Your Hands
Everybody, Clap Your Hands
Everybody, Come On And Clap Your Hands

Let's do that AGAIN *Everybody, Clap Your Hands, etc.*

*All right - raise your hands if you think you can do TWO things at one time.
All right - LISTEN CAREFULLY - CLAP YOUR HANDS and STAMP YOUR
FEET at the same time*

*Clap Your Hands And Stamp Your Feet
Clap Your Hands And Stamp Your Feet
Everybody, Clap Your Hands And Stamp Your Feet*

Do it again

*Everybody, STAMP YOUR FEET
Everybody, CLAP YOUR HANDS
STAMP YOUR FEET AND CLAP YOUR HANDS*

All right - how many think that they can do THREE things at one time? Raise
your hands - LISTEN CAREFULLY - CLAP YOUR HANDS, STAMP YOUR
FEET and SHAKE YOUR HEAD FROM SIDE TO SIDE

La La La La La La La, etc. Try it AGAIN La La La La La La La, etc.

Let's see if we can do FOUR things at one time - LISTEN CAREFULLY: CLAP
YOUR HANDS, STAMP YOUR FEET, SHAKE YOUR HEAD FROM SIDE TO
SIDE and BLINK YOUR EYES a little bit.

La La La La La La La, etc. NOW, BLINK YOUR EYES

Try it AGAIN *La La La La La La La, etc.*

We have to be VERY CAREFUL now so we don't run into anyone else - all
right - now let's see if we can do FIVE things - if you think you are WELL
COORDINATED - that means you can MOVE IN ALL KINDS OF
DIRECTIONS (let's see) raise those arms - now raise your hands - all right -
here we go: CLAP YOUR HANDS, STAMP YOUR FEET, SHAKE YOUR HEAD
FROM SIDE TO SIDE, BLINK YOUR EYES AND TURN AROUND at the
same time.

La La La La La La La, etc. And BE CAREFUL now La La La La La La La, etc.

Now this is the HARDEST part of all - I want to know how many can be really, really QUIET - who can be the QUIETEST OF ALL? All right, LISTEN CAREFULLY: When I count to FIVE - I want not one sound - ONE, TWO, THREE, FOUR, FIVE...now just TIP TOE QUIETLY

*Tip Toe, Quietly
Not One Sound, Quietly*

*Tip Toe, Quietly
Now Quietly, Quietly, SIT DOWN*

Activity Group: Jennifer, Katrina, Erika marquez, Carlos, Mayra, Omar, Siri, Patricia

Part one and part two of the *Everybody, Clap Your Hands* activity could be utilized as a sought for contrast to a QUIET activity. Children could easily be seated when doing the hand-clapping in #1.

The *informality* of my instructions to the children was due to my constant improvisation- I wanted it to be *free* movement yet *disciplined*.

TRACK # 13 - CLIP CLOP SONG

Girls and boys, I call this the CLIP CLOP song because it sounds like HORSES WALKING ON THE PAVEMENT - like this...

CLIP CLOP, CLIP CLOP, CLIP CLOP.

Takah takah takah takah -TALIKA

Takah takah takah takah -TALIKA

Teekee teekee teekee teekee - TELIKA

Teekee teekee teekee teekee - TELIKA

La la la la la la la la la la

La la la la la la la la la la

Loo loo loo loo loo loo loo loo loo loo

Loo loo loo loo loo loo loo loo loo loo

Takah takah takah takah -TALIKA

Takah takah takah takah -TALIKA

Teekee teekee teekee teekee - TELIKA

Teekee teekee teekee teekee - TELIKA

La la la la la la la la la la

La la la la la la la la la la
Loo loo loo loo loo loo loo loo loo loo
Loo loo loo loo loo loo loo loo loo loo

*****INSTRUMENTAL*****

TAKAH, TAKAH, etc.

"CLIP CLOPS" were FAMILIAR SOUNDS to me as a child, for I used to hear numerous STREET-VENDORS with their HORSES and WAGONS CLIP-CLOPPING down the alleys and up and down the streets. The vendors would call out their WARES: "Get your red ripe WATERMELONS here," "home grown TOMATOES," "ICE, ICE, ICE MAN," - Even the RAG MAN - who bought RAGS and OLD IRONS - CLIP-CLOPPED down the alleys. CLIP CLOP, CLIP CLOP, CLIP CLOP, CLIP CLOP.

I came across this lively GREEK song during the "fifties" and almost forgot it until I was talking about it to a friend-MARY JO CALLY - who was familiar with it and shared it with me. I've written it down PHONETICALLY (these are not Greek words spelled out) and I sang the SOUNDS I remembered - the MELODY is GENUINE. I think we - GUY GUILBERT with his GUITAR, MARK WITH HIS CLARINET, LARRY with his FINGER CYMBALS and I with my VOCAL INFLECTIONS came close to creating a GREEK MUSICAL SOUND - we enjoyed it very much.

TRACK # 14 - WHAT SHALL WE DO TODAY?

SONG 14

What shall we do today?	Today is THURSDAY	Today is SATURDAY
Today is MONDAY	Today is THURSDAY	Today is SATURDAY
Today is MONDAY	Thursday SKIPPING	Saturday JOGGING
Monday WALKING	Everybody Happy?	Everybody Happy?
Everybody Happy?	Well I Do Say	Well I Do Say
Well I Do Say	Thursday....	Saturday....
Monday....	Everybody Happy ?	Everybody Happy?
Everybody Happy?	Well I Do Say	Well I Do Say

Well I Do Say

Today is TUESDAY

Today is Tuesday

Tuesday SKATING

Everybody Happy?

Well I Do Say

Tuesday....

Everybody Happy?

Well I Do Say

Today is FRIDAY

Today is FRIDAY

Friday HOPPING

Everybody Happy?

Well I Do Say

Friday....

Everybody Happy?

Well I Do Say

Today is SUNDAY

TODAY IS SUNDAY

Sunday JUMPING

Everybody Happy?

Well I Do Say

Sunday....

Everybody Happy?

Well I Do Say

Today is WEDNESDAY

Today is WEDNESDAY

Wednesday RUNNING

Everybody Happy?

Well I Do Say

Wednesday....

Everybody Happy?

Well I Do Say

Other ACTIVITIES - other WORDS could replace the RHYTHMIC activities I have put in. Children could play a game of INJECTING the MISSING word.

TRACK # 15 - EVERYBODY LOVES SATURDAY NIGHT

ELLA: Everybody Loves Saturday Night

Everybody Loves Saturday Night

CHILDREN: EVERYBODY

EVERYBODY

EVERYBODY

EVERYBODY

ELLA: Everybody Loves Saturday Night

EVERYBODY LOVES SUNDAY NIGHT, MONDAY NIGHT, TUESDAY NIGHT, WEDNESDAY NIGHT, THURSDAY NIGHT, FRIDAY NIGHT - then back to SATURDAY NIGHT

This is a TRADITIONAL song from GHANA, WEST AFRICA. It radiates merriment and EVERYBODY can have a good time singing it. The CHORUS is often sung in other languages.



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