

GROWING  
in grace  
CHILDREN'S MUSIC CURRICULUM

# God Loves the World



God loved the world so much that he gave his only Son, so that everyone who believes in him would not be lost but have eternal life. John 3:16 (ERV)

**Preschool - Fall**



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# Preschool FALL

## Demonstration Recordings

1. **A Beautiful, Beautiful World** - Words and Music by Nan Grantham © © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
3. **Come and Worship** - Words and Arr. by Elizabeth Charles/Music Ghanian Folk Song © © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
5. **Friends All Over the World** - Words and Music by Claire Russell © © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
7. **Give Me a Thankful Heart** - Words and Music by Michelle Christensen and Tracey Craig McKibben/Arr. by Tracey Craig McKibben © © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
9. **Gloria** - Words and Music by Elizabeth Charles © © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
11. **God Loves the World (Theme)** - Words and Music by Carol Huffman Dickerson © © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
13. **I'm a Child of God** - Words and Arr. by Nan Grantham/Music French Folk Song © © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
15. **Jesus Is Born** - Words and Music by Ruth Elaine Schram © © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
17. **May the Name of the Lord Be Praised** - Based on Psalm 113:3, Words and Music by Carol Huffman Dickerson © © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
19. **Move On, Camels** - Words and Music by Glenn Eernisse and Susan Eernisse © © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
21. **Ring, O Ring the Bells** - Words and Music by Claire Russell © © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
23. **A Ram Sam Sam** - Traditional Moroccan Singing Game © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.

## Accompaniment Recordings

2. **A Beautiful, Beautiful World**
4. **Come and Worship**
6. **Friends All Over the World**
8. **Give Me a Thankful Heart**
10. **Gloria**
12. **God Loves the World (Theme)**
14. **I'm a Child of God**
16. **Jesus Is Born**
18. **May the Name of the Lord Be Praised**
20. **Move On, Camels**



25. **Animals Around the World** - Activity created by Amanda Smith/Music created by Stephen Kummer © © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
26. **Autumn Leaves Are Falling Down** - Words and Music by Carol Huffman Dickerson © © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
28. **Jasmine Flower** - Traditional Chinese Folk Song © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
29. **Light the Candle** - Words and Music by Nan Grantham © © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
31. **Moving Abroad Energizer (Theme)** - Created by Jennifer Hill, Debbie Rice, and Allison Blumenthal/Music created by Stephen Kummer © © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
32. **Prayer of Thanks** - Words and Music by C. E. Walz © © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 34-35. **Welcome Here (Theme)** - Words and Arrangement by Ashley Danyew and Angela Leonhardt/Traditional Argentine Folk Song © © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
37. **Come, Thou Fount of Every Blessing** - Words by Robert Robinson/Tune: NETTLETON, Music from Wyeth's *Repository of Sacred Music, Part Second*, 1813.
39. **For the Fruit of All Creation** - Words by Fred Pratt Green, 1970/Tune: AR HYD Y NOS, Trad. Welsh melody © 1970 Hope Publishing Company, Carol Stream, IL 60188. All rights reserved. Used by permission.
41. **Joy to the World! The Lord Is Come** - Music by Isaac Watts/Tune: ANTIOCH, Music by George Frederick Handel, Arr. by Lowell Mason

22. **Ring, O Ring the Bells**
24. **A Ram Sam Sam**
27. **Autumn Leaves Are Falling Down**
30. **Light the Candle**
33. **Prayer of Thanks**
36. **Welcome Here (Theme)**
38. **Come, Thou Fount of Every Blessing**
40. **For the Fruit of All Creation**
42. **Joy to the World! The Lord Is Come**

Welcome to

# Growing in Grace,

a comprehensive children's music curriculum.

The heart of *Growing in Grace* is the music. The songs appearing in each unit have been carefully written to ensure they are developmentally appropriate for the child, both theologically and musically. With understandable texts, singable melodies, and interesting accompaniments, these songs will help each child develop their natural singing skills, increase in musical knowledge, and grow spiritually.

The theme, *God Loves the World*, is based on the John 3:16. This theme explores how God expresses His love to us, and how we should respond. God's love embraces all people in every ethnic group. We find fulfillment in loving what God loves and caring for what God cares for. God also takes pleasure in His creation and reveals His glory in the created order. We have a responsibility to love and care for others and for the world as God cares.

This curriculum package includes two discs with demonstration and accompaniment recordings, abundant teaching materials, and colorful visuals. Song Teaching Steps offer easy-to-follow instructions. Additional resources are available online at [www.growing-in-grace.com](http://www.growing-in-grace.com).

## New Curriculum Features:

- Activities have an increased emphasis on student-centered, hands-on learning and music-making. Frequently, an activity may be used over two or more weeks, building on previous learning experiences.
- A Poster Kit is now available for purchase. It contains all *God Loves the World*—Fall curriculum visuals larger than 8.5"x11". Digital versions of all visuals, both PrintReady and Multi-page, are available in the curriculum. All 8.5"x11" curriculum components, including one-page visuals, songs, KIDPages, Teaching Steps, and Session Outlines, are printed by the user, as always.
- Curriculum posters (larger than 8.5"x11") are shown in Teaching Steps and Checklists as a single image, rather than the multi-page format.
- Preschool and Elementary Session Plans are now provided as easy-to-read Session Outlines.
- Spring hymns are no longer included in the Fall Preschool Curriculum in order to provide space on the CD for more preschool songs. Spring hymns are still included in the Fall Younger Children and Older Children curriculum.
- Student Pages are now called Student Scores.

## Convenient Curriculum Features:

### PrintReady

PrintReady folders contain digital versions of Poster Kit visuals, available to import into multimedia presentation software.

### Demonstration Videos

Demonstration Videos are available online through hyperlinks embedded within PDF Teaching Steps. Simply click on the hyperlink within a PDF or type the URL in a browser. The videos equip leaders to teach curriculum features, such as choreography, movement activities, and sign language.

### Steps for Using *Growing in Grace*

- Print the Checklists first to track items as they are printed.
- Follow the instructions in the Teaching Steps to prepare the items.

### Printing Tips

- Ensure the Auto Rotate and Center option is checked in the print dialogue box.
- Most color items may be printed and used successfully in gray scale if a color printer is not available.
- Many items may be easily enlarged to 11"x17" inches.
- Some materials should be printed on card stock and/or laminated. See Teaching Steps.
- Print as many copies of curriculum materials and songs as are needed for your choir.
- MultiPrint PDFs combine same material components into a single PDF for convenient printing.



### Join the Conversation!

*Growing in Grace* has a vibrant and ever-growing community on Facebook. Photos, feedback, helpful tips from other choir leaders, and inspiration abound. We invite you to join the *Growing in Grace* online family. Click or copy the link below.

[facebook.com/groups/GiGMusicEd](https://facebook.com/groups/GiGMusicEd)

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PLEASE NOTE: Purchasing this curriculum grants the purchaser a license to print copies for students and teachers of ONE choir. If multiple choirs are using this curriculum, an additional curriculum package should be purchased for each choir. Please do not reproduce these discs and share with others. Writer and arranger compensation depends on your adherence to this policy and ensures that future generations will benefit from *Growing in Grace Children's Music Curriculum*.

Body Scale Visuals

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## Curriculum materials are located in the following folders:

- Theme Materials (Checklist and all theme-related materials)
- Songs (full choral score with keyboard accompaniment, Student Scores [melody and words only], and instrumental parts)
- Song Teaching Steps (step-by-step directions to teach each song)
- Song Teaching Visuals (Checklist and visuals used for teaching songs)
- Activities (Checklist, Activity Visuals, Activity Teaching Steps, and Activity Pages [when needed])
- KIDPages (Checklist, KIDPages [worksheets for children], and KIDPage Teaching Steps [for leaders])
- Session Outlines (outlines to plan rehearsals for 15 weekly sessions)
- Hymns (three for fall semester)
- MultiPrint (same curriculum components compiled into single PDFs for easy printing)
- PrintReady (Poster Kit visuals formatted for multimedia presentation software)

## Curriculum materials located online:

- Demonstration Videos (demonstrations of various curriculum components, including choreography, activities, warm-ups, and sign language) [Hyperlinks are embedded within PDF Teaching Steps.]
- Developmentally-appropriate theme-related devotionals for 15 sessions, available for free download at [growing-in-grace.com](http://growing-in-grace.com)

## Recordings

- Demonstration (Demo) Recordings with voices are included for all songs and hymns.
- Accompaniment Tracks without voices are included for most songs and hymns.
- Movement and Activity Recordings are included.



## THEME MATERIALS

- "God Loves the World"
  - Score, Student Score, and Guitar Chart
  - God Loves the World Theme Poster
  - "God Loves the World" Motions Video
- "Welcome Here" Activity
  - Welcome Here Activity Motions Video
- Moving Abroad Energizer
  - Moving Abroad Energizer Visual
  - Moving Abroad Energizer Video
- God Loves the World KIDPage

## CURRICULUM SONGS

- "A Beautiful, Beautiful World"
- "Come and Worship"
- "Friends All Over the World"
- "Give Me a Thankful Heart"
- "Gloria"
- "I'm a Child of God"
- "Jesus Is Born"
- "May the Name of the Lord Be Praised"
- "Move On, Camels"
- "Ring, O Ring the Bells"

## HYMNS

- "Come, Thou Fount of Every Blessing"
- "For the Fruit of All Creation"
- "Joy to the World! The Lord Is Come"

## KIDPAGES

- Animals Around the World
- Beat or No Beat?
- Flags All Over the World
- I'm a Child of God
- Color Autumn Leaves
- Fast and Slow
- What's Different in God's Beautiful World
- Quiet and Loud
- From the Sunrise to the Sunset
- High and Low
- Give Me a Thankful Heart
- Light the Candle
- Count the Bells
- Searching for Baby Jesus

## ACTIVITIES

- "A Ram Sam Sam"
- Animals Around the World
- "Autumn Leaves Are Falling Down"
- "Brown Squirrel, Brown Squirrel"
- Hymn Story Time: "Come, Thou Fount of Every Blessing"
- Hymn Story Time: "For the Fruit of All Creation"
- Hymn Story Time: "Joy to the World"
- "Jasmine Flower" Rhythm Sticks
- "Light the Candle"
- Moving Abroad Energizer

- "Prayer of Thanks"
- Roll the Ball Name Game
- Roller Coaster Vocal Exploration
- Simon Says
- What Do You Hear?

## SONG TEACHING VISUALS—GENERAL USE

- Five Voices Visual
- Tempo Visuals
- Wood and Metal Form Cards

## SONG TEACHING VISUALS—SONG-RELATED

### "A Beautiful, Beautiful World"

- "A Beautiful, Beautiful World" Visuals 1-6

### "Friends All Over the World"

- "Friends All Over the World" Visual
- "Friends All Over the World" Visual Hello Add-ons

### "Give Me a Thankful Heart"

- "Give Me a Thankful Heart" Phrase 1 Melody Map
- "Give Me a Thankful Heart" Phrase 2 Melody Map

### "Gloria"

- "Gloria" Visual

### "I'm a Child of God"

- "I'm a Child of God" Visual

### "Jesus Is Born"

- "Jesus Is Born" Visual

### "May the Name of the Lord Be Praised"

- "May the Name of the Lord Be Praised" Visual

### "Move On, Camels"

- "Move On, Camels" Verse 1 Visual
- "Move On, Camels" Verse 2 Visual
- "Move On, Camels" Camel Finger Puppets

### "Ring, O Ring the Bells"

- "Ring, O Ring the Bells" Visual

## DEMONSTRATION VIDEOS

- "A Ram Sam Sam" Activity Video
- Animals Around the World Motions Video
- "May the Name of the Lord Be Praised" Motions Video
- Hymn Story Time: Joy to the World Bells Activity Video
- "Jasmine Flower" Rhythm Sticks Activity Video
- "Jesus Is Born" Motions Video

Words and Music by  
Claire Russell

*Happily* (♩ = 120)



The musical score is arranged in a grand staff format. The top two staves represent the piano accompaniment, with a *mf* dynamic marking. The piano part consists of a right-hand melody and a left-hand bass line. Below the piano part are three percussion staves: Maracas, Djembe, and Claves, all marked with a *mf* dynamic. The Maracas part features a rhythmic pattern of eighth notes with accents. The Djembe part has a pattern of quarter notes with rests. The Claves part has a pattern of quarter notes with rests. The score is divided into two systems, with the second system starting at measure 5. A large watermark 'growing-in-grace.com' is overlaid diagonally across the score.

The greetings in this song (measures 17-36) are from the following languages:

Bonjour – French	Nihao – Mandarin
Hola – Spanish	Guten Tag – German
Jambo – Swahili	Aloha – Hawaiian
Konnichiwa – Japanese	Shalom - Hebrew

A

9 *mf*

Friends all o - ver the world have words they like\_ to say,

This block contains the musical notation for measures 9 through 12. It features a vocal line with lyrics, a piano accompaniment with treble and bass staves, and three percussion staves. The lyrics are: "Friends all o - ver the world have words they like\_ to say,". The piano accompaniment includes chords and melodic lines. The percussion staves show rhythmic patterns with accents and rests.

13

When they wave\_ hel - lo and wish you a hap - py day.

This block contains the musical notation for measures 13 through 16. It features a vocal line with lyrics, a piano accompaniment with treble and bass staves, and three percussion staves. The lyrics are: "When they wave\_ hel - lo and wish you a hap - py day." The piano accompaniment includes chords and melodic lines. The percussion staves show rhythmic patterns with accents and rests.

**B**17 *Leader**Children**Leader**Children**Leader*

<sup>1</sup>Bon - jour, -      Bon - jour, -      <sup>2</sup>Ho - la, -      Ho - la, -      <sup>7</sup>A -  
<sup>5</sup>Ni - hao, -      Ni - hao, -      <sup>6</sup>Gu - ten Tag, -      Gu - ten Tag, -

21

*Children**Leader**Children*

<sup>3</sup>Jam - bo, -      Jam - bo, -      <sup>4</sup>Kon - ni - chi - wa, -      Kon - ni - chi - wa, -  
 lo - ha, -      A - lo - ha, -      <sup>8</sup>Sha - lom,      Sha - lom,

1) Boh-zhur: Boh is pronounced with a strong nasal sound 2) Oh-lah 3) Jahm-boh - the "J" is a hard "J" like "dg" in "edge"  
 4) Koh-nee-chee-wah 5) Nee-how 6) Goo-tehn Tahg 7) Ah-loh-hah 8) Shah-lohm



25

Leader

Children

Leader

Children

Leader

Bon - jour, - Ni - hao, - Bon - jour, - Ni - hao, - Ho - la, - Gu - ten Tag, - Ho - la, - Gu - ten Tag, - A

29

<sup>1</sup> Leader

Children

Leader

Children

(to meas. 5)

Jam - bo, - Jam - bo, - Kon - ni - chi - wa, - Kon - ni - chi - wa, -

33

2

*Children*

*Leader*

*Children*

lo - ha, — A - lo - ha, — Sha - lom, Sha - lom.

**Ending**

37

*All*

Thank You, God, - for friends all o - ver the world.

Words and Music by  
Claire Russell

*Happily* (♩ = 120) A *mf*



Friends all o - ver the world have words they like\_ to

12



say, When they wave\_ hel - lo and wish you a hap - py day.


B

17 *Leader* *Children* *Leader*



<sup>1</sup>Bon - jour,\_ <sup>5</sup>Ni - hao,\_ <sup>2</sup>Ho - la,\_ <sup>6</sup>Gu - ten Tag,\_  
<sup>3</sup>Bon - jour,\_ <sup>7</sup>Ni - hao,\_ <sup>4</sup>Jam - bo,\_ <sup>8</sup>Kon -

20 *Children* *Leader* *Children* *Leader*



Ho - la,\_ <sup>7</sup>A - lo - ha,\_ <sup>3</sup>Jam - bo,\_ <sup>4</sup>Kon -  
Gu - ten Tag,\_ <sup>8</sup>Sha -

23 *Children* *Leader* *Children*



ni - chi - wa,\_ Kon - ni - chi - wa,\_ Bon - jour,\_ Bon - jour,\_  
lom, Sha - lom, Ni - hao,\_ Ni - hao,\_

The greetings in this song (measures 17-36) are from the following languages:

Bonjour – French	Nihao – Mandarin
Hola – Spanish	Guten Tag – German
Jambo – Swahili	Aloha – Hawaiian
Konnichiwa – Japanese	Shalom - Hebrew

1) Boh-zhur: Boh is pronounced with a strong nasal sound 2) Oh-lah 3) Jahm-boh - the “J” is a hard “J” like “dg” in “edge”  
4) Koh-nee-chee-wah 5) Nee-how 6) Goo-tehn Tahg 7) Ah-loh-hah 8) Shah-lohm

27 *Leader* *Children* *Leader* <sup>1</sup> *Leader*

Ho - la, Gu - ten Tag, Ho - la, Gu - ten Tag, A Jam - bo,

30 *Children* *Leader* *Children* (to meas. 5)

Jam - bo, Kon - ni - chi - wa, Kon - ni - chi - wa,

33 <sup>2</sup> *Children* *Leader* *Children*

lo - ha, A - lo - ha, Sha - lom, Sha -

**Ending**

36 *All*

lom. Thank You, God, for friends all o - ver the world.

# Friends All Over the World

Words and Music by  
Claire Russell

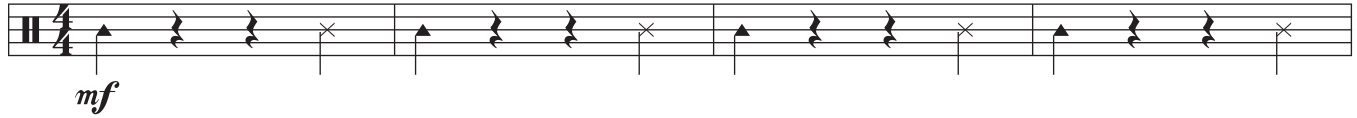
*Happily* (♩ = 120)

The musical score is written for Claves in 4/4 time with a tempo of 120 beats per minute. It begins with a dynamic marking of *mf*. The score consists of several staves of music. Section A is marked from measure 7 to 12. Section B is marked from measure 13 to 18. A first ending bracket covers measures 25 to 29, with a first ending bracket labeled '1' above it. A second ending bracket covers measures 30 to 34, with a first ending bracket labeled '2' above it and the instruction '(to meas. 5)' written below. The final section is labeled 'Ending' and spans measures 35 to 38, ending with a fermata and an accent mark (>) over the final note.


Words and Music by  
Claire Russell

*Happily* (♩ = 120)

1 *mf*



5



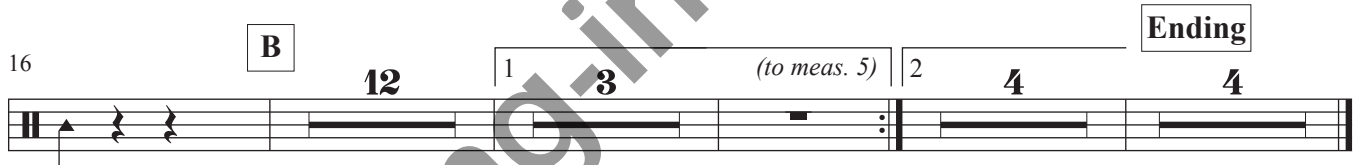
9 **A**



13



16 **B** **12** **1** **3** (to meas. 5) **2** **4** **4** **Ending**

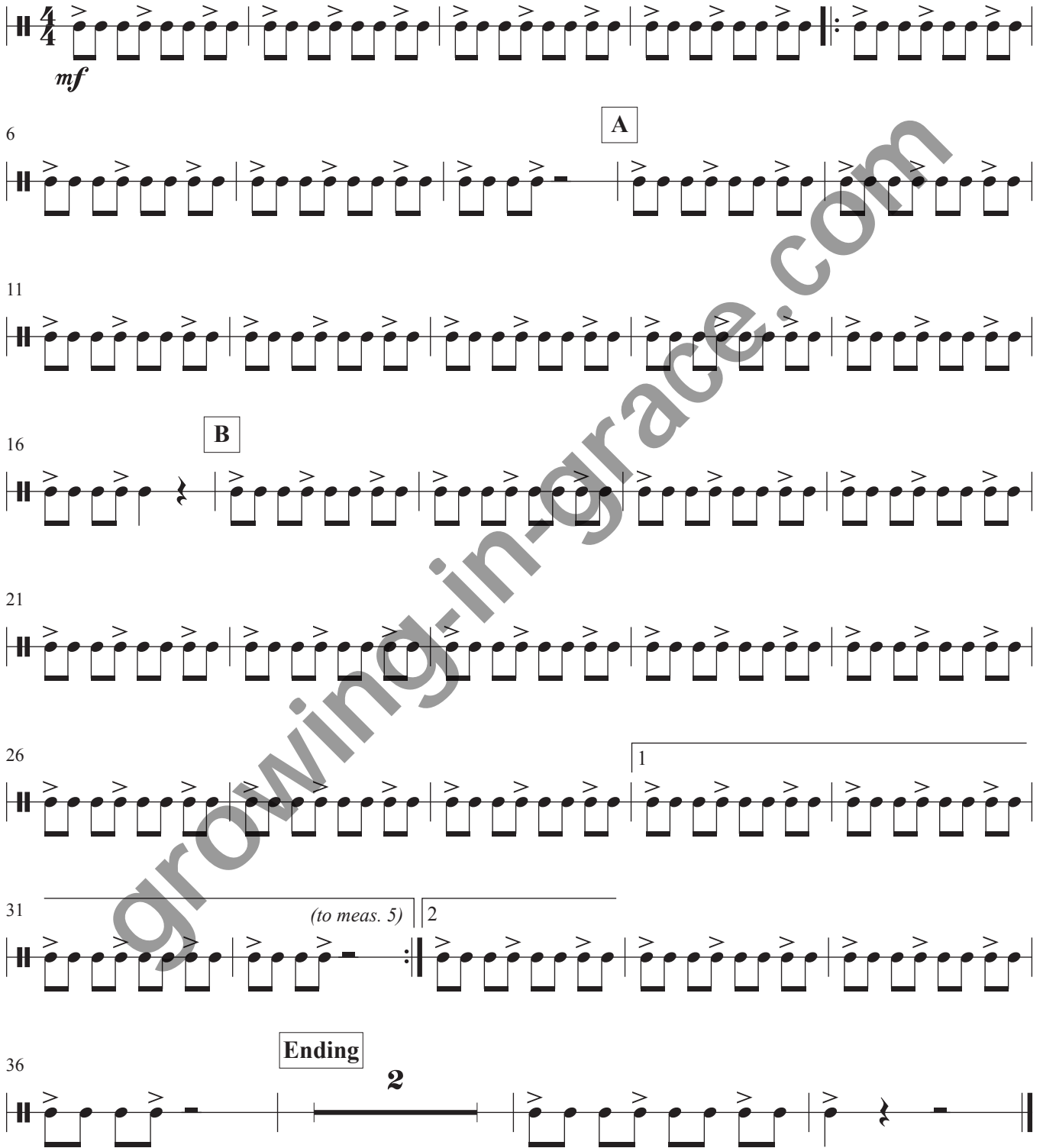




# Friends All Over the World

Words and Music by  
Claire Russell

*Happily* (♩ = 120)



mf

6 **A**

11

16 **B**

21

26 **1**

31 (to meas. 5) **2**

36 **Ending** **2**

## "Friends All Over the World"

### 1. Say *hello* and introduce languages.

- Wave and say *hello* to children.
- Invite children to say *hello* in different languages.
- Echo speak and wave:
  - *Bonjour*– *Boh-zhur* (*Boh* is pronounced with a strong nasal sound.)
  - *¡Hola!*– *Oh-lah*
  - *Jambo*– *Jahm-boh* (the *J* is a hard *J* like *dg* in *edge*.)
  - *Konichiwa*– *Koh-nee-chee-wah*
- Sing the *Leader* part in measures 17-24 and have children sing *Children* part.
- Ask children if they are familiar with any of the greetings.
- Identify the language of each greeting. (*Bonjour*– French, *¡Hola!*– Spanish, *Jambo*–Swahili, *Konichiwa*–Japanese.)
- Echo speak and wave:
  - *Ni hao*– *Nee-how*
  - *Guten Tag*– *Goo-tehn Tahg*
  - *Aloha*– *Ah-loh-hah*
  - *Shalom*– *Shah-lohm*
- Sing the *Leader* part in measures 45-52 and have children sing *Children* part.
- Ask children if they are familiar with any of the greetings.
- Identify the language of each greeting. (*Ni hao*–Chinese, *Guten Tag*– German, *Aloha*–Hawaiian, *Shalom*–Hebrew)

### 2. Add *Hello Add-ons* to the map.

- Read *About the Languages* (page 4 of these Teaching Steps) to become familiar with the different countries in which the languages are spoken.
- Display the "Friends All Over the World" Visual along with the Hello Add-ons.



- Review measures 17-24.
- Display the *Bonjour* Add-on and have children say *Bonjour*. Tell

### MATERIALS NEEDED

- Score
- Student Score
- Percussion Score
- Demo 5
- Track 6
- "Friends All Over the World" Visual
- "Friends All Over the World" Visual *Hello Add-ons*
- Shakers

### PREPARATION

- Print and prepare visuals.
- Enlist older children or adults to sing the *Leader* part and play maracas, djembe, and claves in performance, if desired.

### "Friends All Over the World" Visual *Hello Add-ons*

BON-JOUR	GU-TEH-TAG
HO-LA	A-LO-HA
JAM-BO	SHA-LOM
KO-NI-CHI-WA	NI-HAO

children this greeting is French, and French is spoken mainly in France. Find France on the visual and invite a child to attach the Add-on there. Tell children French is also spoken other places.

- Repeat with the *Hola!*, *Jambo*, and *Konichiwa* Add-ons.
- Distribute shakers.
- Play Demo #, and have children shake, then join in echoing the greetings.

### 3. Add more *Hello* Add-ons to the map.

- Have *About the Languages* (page 4 of these Teaching Steps) nearby if needed.
- Display the “Friends All Over the World” Visual along with the Hello Add-ons.
- Review measures 45-52.
- Display the *Ni hao* Add-on and have children say *Ni hao*. Tell children this greeting is Mandarin, and Mandarin is spoken mainly in China. Find China on the visual and invite a child to attach the Add-on there. Tell children Mandarin is also spoken other places.
- Repeat with the *Guten Tag*, *Aloha*, and *Shalom* Add-ons.
- Distribute shakers.
- Play Demo 5 and have children shake, then join in echoing the greetings.

### 4. Learn Section A (mm 9-16).

- Display “Friends All Over the World” Visual with *Hello* Add-ons in place.
- Echo sing measures 9-16 in four-measure phrases.
- Sing measures 9-16 together.
- Play Track 6 or piano accompaniment and sing the whole song!
- Share that the languages in the song are spoken in many different places.
- Sing *Bonjour* and ask children to echo. While singing, move the *Bonjour* Add-on from France to another French-speaking location:
  - Option 1—All of the languages the song are spoken in the United States. Point to the U.S., where we live, and move add-ons there.
  - Option 2—Locate another region for each language from *About the Languages* (page 4 of these Teaching Steps) and move the Add-on there.
- Repeat with the rest of the Add-ons.
- Listen for input from the children. Perhaps some children know a lot about one of the languages and a place where it is spoken.

## Enrichment

Do any children or parents know another greeting? Make space for sharing about the greeting. Write the greeting on a blank Add-on and place it on the map. If you need time to learn more before spelling or placing the greeting on the map, tell children you would like to learn more, and be ready to place it at the next music time.

### 5. Review and polish.

- Invite any instrumentalists or call/response leaders to visit your music time.
- Use piano and instrument accompaniment or Track 6 and review the song.
- Correct and polish notes, words, or pronunciations as needed.
- Sing again with live instruments or Track 6.

## Performance Options

The varied language greetings are in *call and response* style:

- Option 1—Children sing the *call* and the *response*.
- Option 2—An older child or the director sings the *call*.
- Option 3—Divide children into two groups and have Group 1 sing the *call* and Group 2 sing the *response*.

Wave when singing each greeting.

Invite older children or adults to play maracas, djembe, and claves.

## About the Languages

*Bonjour*—French—means *hello*. French is the official language in 29 countries, including Belgium, Benin, Burkina Faso, Burundi, Cameroon, Canada, Chad, the Ivory Coast, the Democratic Republic of the Congo, Djibouti, Equatorial Guinea, France, Haiti, Luxembourg, Madagascar, Mali, Monaco, Niger, Rwanda, Senegal, Seychelles, Switzerland, Togo and Vanuatu. About 275 million people around the world speak French.

*Hola*—Spanish—means *hello*. Spanish is the official or co-language in 21 countries including Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Uruguay, Venezuela and Spain. About 572 million people around the world speak Spanish.

*Jambo*—Swahili—means *hello/how are you?* Swahili is a native language in 14 countries including: Kenya, Tanzania, Congo, Bajuni Islands, South Sudan, Mozambique, Burundi, Rwanda, Uganda, Comoros, Myotte, Zambia, Malawi and Madagascar. More than 100 million people around the world speak Swahili.

*Konichiwa*—Japanese—means *good day*. Japanese is the official language of Japan, and it is spoken around the world in regions including: Hawaii, North and South America, China and Korea. About 128 million people around the world speak Japanese.

*Ni hao*—Mandarin—means *hi/how are you?* Mandarin is an English word that refers to a group of Sinitic (Chinese) languages spoken across most of northern and southwestern China. It is the official language of China and Taiwan. It is spoken around the world, from the U.S. to South America to South Africa, by 1 billion people!

*Guten Tag*—German—means *hello/good day*. German is the official language of 6 countries, including Germany, Switzerland, Austria, Belgium, Luxembourg, and Liechtenstein. About 200 million people around the world speak German.

*Aloha*—Hawaiian—means *hello/goodbye/love/affection/peace/compassion/mercy*. Hawaiian and English are the co-official languages of the U.S. state of Hawaii. About 8000 people speak Hawaiian today.

*Shalom*—Hebrew—means *hello/goodbye/peace/harmony/wholeness/completeness*. Hebrew is the official language of Israel, and is spoken around the world, including the US, Canada, and Europe by about 9 million people.





**NORTH AMERICA**

**EUROPE**

**ASIA**

**AFRICA**

**SOUTH AMERICA**

**AUSTRALIA**

**ANTARCTICA**

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BON-JOUR

GU-TEN-TAG

HO-LA

A-LO-HA

JAM-BO

SHA-LOM

KO-NI-CHI-WA

NI-HAO

# For the Fruit of All Creation

Fred Pratt Green, 1970

AR HYD Y NOS

Trad. Welsh melody; harm. Luther O. Emerson, 1906

For the fruit of all cre-a-tion, thanks be to God. For His gifts to ev - ery na-tion,

7  
thanks be to God. For the plow-ing, sow-ing, reap-ing, si - lent growth while

12  
we are sleep-ing, fu - ture needs in earth's safe-keep - ing, thanks be to God.



The musical score is written in 4/4 time with a key signature of one flat (B-flat major). It consists of three systems of music. Each system includes a vocal line on a single staff and a piano accompaniment on two staves (treble and bass clef). The lyrics are: 'For the fruit of all cre-a-tion, thanks be to God. For His gifts to ev - ery na-tion, thanks be to God. For the plow-ing, sow-ing, reap-ing, si - lent growth while we are sleep-ing, fu - ture needs in earth's safe-keep - ing, thanks be to God.' The score is marked with measure numbers 7 and 12. A large watermark 'growing-in-grace.com' is overlaid diagonally across the page.

# For the Fruit of All Creation

Fred Pratt Green, 1970

AR HYD Y NOS  
Trad. Welsh melody; harm. Luther O. Emerson, 1906

1  
For the fruit of all cre - a - tion, thanks be to God.

5  
For His gifts to ev - ery na - tion, thanks be to God.

9  
For the plow - ing, sow - ing, reap - ing, si - lent growth while we are sleep - ing,

13  
fu - ture needs in earth's safe - keep - ing, thanks be to God.

# ACTIVITY TEACHING STEPS

## Hymn Story Time: "For the Fruit of All Creation"

### 1. Tell the story.

- Have children gather around as you tell the following hymn story:

*Once there was a man named Fred Pratt Green. He was born in England in 1903. He was the third child born to Charles and Hannah Green. Although his name was Fred, his close friends and family called him by his nickname, Derrick.*

*Fred grew up going to church with his family and attending the local schools in his town. When he was younger he thought he wanted to be an architect. He also spent a lot of time working in his father's leather shop.*

*After he finished school, he was inspired to become a preacher. He preached in several different churches in England. He married a teacher named Marjorie in 1931. While serving these churches he wrote many plays and poems. It wasn't until he retired that he began writing hymns.*

*He wrote "For the Fruit of All Creation" as a song of thankfulness to God for God's many blessings, and a reminder that we are to care for for one another and also care for the earth.*

*Fred Pratt Green wrote over 300 hymns in his lifetime. When he was 92 he was honored by the Queen of England for his hymn writing.*

### 2. Listen to the hymn.

- Echo sing measures 3-4 (*Thanks be to God.*)
- Teach the following levels for the words:
  - *Thanks*—touch waist
  - *be to*—touch shoulders once for each word
  - *God*—raise hands to the sky
- Have children sing *Thanks be to God* showing the levels.
- Ask children if the music moved up or down. (up)
- Display the Thanks be to God Visual.
- Sing *Thanks be to God* again while pointing to the visual, emphasizing the upward movement of the words.
- Continue to sing all of Verse 1, having children sing each *Thanks be to God* response. Point out the third phrase is different—it is higher, and there is no response that time.
- Play Demo 39, and have children sing every *Thanks be to God* response.

### MATERIALS NEEDED

- Demo 39
- Thanks be to God Visual
- Hymnal, one per child (optional)
- Step bells, desk bells, or D, E, and F resonator bells

### PREPARATION

- Print and prepare visuals.

### Thanks Be to God Visual



## Option

Have children hold hymnals open to "For the Fruit of All Creation" as they listen and sing.

## Teaching Tip

This is a great exercise in musical anticipation. Give the children the chance to hear for themselves when *Thanks be to God* will come before helping them. Notice whether the children try to add in "Thanks be to God" on the third phrase, or if they hear that that phrase breaks the pattern.

### 3. Review the story.

- Ask children the following questions to review the story:
  - Who is the hymn story about? (Fred Pratt Green)
  - What was Fred's nickname? (Derrick)
  - What is the hymn "For the Fruit of All Creation" about? (Being thankful to God for all good things, and taking care of the earth and each other)
  - Who honored Fred when he was 92? (The Queen of England)

### 4. Play step bells.

- Place step bells in front of you. (NOTE: Substitute desk bells or resonator bells, if needed.)
- Play this pattern on the step bells:



- Ask children which words match those notes? (*Thanks be to God.*)
- Show children how the notes move up the step bell ladder. The middle note, just like tapping the shoulders, is tapped twice.
- Give each child a turn to play the pattern on the step bells. Make sure to point out the starting note (D). Have the other children sing.
- Play Demo 39, and invite children to sing along with each *Thanks be to God*. For a challenge, pass the step bells during the hymn, and have a different child play each phrase each time it occurs.

### 5. Share things for which we are thankful.

- Display the Thanks be to God Visual.
- Ask children what the visual depicts. (food, harvest, plenty, etc.)
- Allow children to share about blessings for which they are thankful.
- Lead children in a prayer of thanksgiving, or allow children to pray.



THANKS

BE

TO

GOD



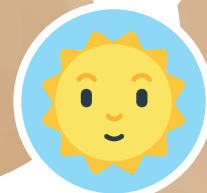
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# Searching for Baby Jesus



Guide the camel to baby Jesus.



## Searching for Baby Jesus

### MATERIALS NEEDED

- Searching for Baby Jesus KIDPages
- Crayons
- Demo 19 (optional)

### GUIDING CHILDREN

- Distribute KIDPages and crayons.
- Have children guide the camel along the maze to find Baby Jesus. Encourage children to point with their fingers first to discover the correct route, then use their crayon.

### OPTION

- Play Demo 19 (“Move On, Camels”) as children work.

### Searching for Baby Jesus

