

MATERIALS NEEDED**VISUALS**

- Playground Sounds Visuals 1-6
- "A Special Book" Visuals 1-3
- Hallelujah Visual
- Hosanna Visual
- "Dear God" Visuals 1-9
- "I've Got Rhythm" Visuals 1-4
- Night and Day Visuals

SONGS

- "A Special Book"
- "Dear God"
- "God Listens Night and Day"
- "Hallelujah, Sing Hosanna"
- "I've Got Rhythm"

RESOURCES

- Activities E, F, G, H
- It's Always Time to Pray KIDPage and Teaching Steps

AUDIO

- MP3 or CD Demos/Tracks
- MP3 or CD Player

INSTRUMENTS/PROPS

- Variety of rhythm instruments
- Carpet squares, Hula-Hoops®, or large pieces of construction paper

PREPARATION

- Print and prepare materials as indicated.
- Distribute Activity Plans to small-group leaders.
- Copy It's Always Time to Pray KIDPages for each child.
- Prepare "Instrument Play Stations" with carpet squares, Hula-Hoops, or large pieces of construction paper. Place a group of like instruments at each station.

EARLY-ARRIVER ACTIVITY

- Distribute It's Always Time to Pray KIDPages to children and follow the Teaching Steps.
- As children finish KIDPages, invite them to choose an Instrument Play Station.
- Play Demo 15 and allow children to play the steady beat with an instrument they have chosen. Pause the recording occasionally, allowing the children to move to the next station and choose another instrument. Children should continue to play the steady beat with a different instrument.
- Continue to play as time permits.

LARGE GROUP 1**Vocal Exploration**

- Display Playground Sounds Visuals 1-6.
- Allow children to take turn pointing to the visuals as children move their voices to match the paths on the visuals.

“A Special Book”

Step 3

- Review and polish.
- Display “A Special Book” Visuals 1-3. Review which picture corresponds to each phrase in meas. 13-20.
- Sing meas. 13-20.
- Rearrange the pictures and choose a child to put the pictures in the correct order.
- Sing meas. 13-20.
- Repeat as time allows.
- Sing with Demo 1.
- Work on any trouble spots and repeat.
- Sing with piano accompaniment or Track 21.

“I’ve Got Rhythm”

Step 5

- Add new movements.
- Suggest new movements (or allow children to make suggestions), such as *I can tip-tip-toe to the steady beat*, or *I can ro-ro-bot to the steady beat*.

“Dear God”

Step 7

- Display the “Dear God” Visuals 1-9 in random order. Guide the children to arrange the visuals in the correct order.
- Review the words by singing 1 stanza at a time before singing the entire song, using the visuals as word reminders.
- Sing with Demo 2. Work on any memory or pitch problems. Review sign language if needed.
- Sing and sign with piano accompaniment or Track 22.

ACTIVITY GROUPS E, F, G, H

- Play Demo 2 as children tiptoe to Activity Groups.

LARGE GROUP 2

Transition

- Play Demo 8 to signal children to return to Large Group.

“Hallelujah, Sing Hosanna”

Step 1

- Teach Section A (meas. 5-12).
- Display Hallelujah Visual.
- Tell children the word is hallelujah and comes from the Bible. It means “praise the Lord.”
- Echo speak each syllable (Hah-leh-loo-yah), then say the word together.

- Echo sing meas. 5-8 in 2-meas. phrases. Tell children sometimes the word *hallelujah* is shortened to *hallelu*, but it still means “praise.”
- Sing meas. 9-12 and lead children to understand it is the same as meas. 5-8.
- Sing meas. 5-12 with Demo 8.
- Display Hosanna Visual.
- Tell children *hosanna* is another word from the Bible and it means “save us.” Briefly explain that as Jesus rode into Jerusalem on Palm Sunday, the crowd shouted, “Jesus, save us” and waved palm branches. The people recognized Jesus as the King that had been promised in the Old Testament.
- Echo speak each syllable (Hoh–zah–nah) as you point to the visual, then say the word together.
- Play Demo 8 (stop before the repeat) and ask children to listen for many times they hear the word *hosanna*. (3)
- Sing meas. 5-12 with Demo 8.

“Keep the Beat” Movement

- Show children the “I’ve Got Rhythm” Visuals 1-4 (hop, march, walk, tap).
- Explain that you will show them one picture at a time and they will perform the movement for 8 beats.
- Play Demo 15 and lead the children to perform the movements every 8 beats.

“God Listens Night and Day”

Step 5

- Display the Night and Day Visuals.
- Ask children to share about times during the past week when they have prayed. Remind children that they can talk to God anytime.
- Tell children that 1 way they can pray is to ask God for help.
- Allow children to share things for which they need help (remembering to be kind, to use kind words, following the rules, etc.), then say a prayer asking for help.
- Sing with Demo 4 or Track 24.

Closing

- Sing and play “Cut the Cake” as parents arrive.
- Have children stand in a circle.
- Choose one child (“It”) to walk around the outside of the circle as all sing and perform the following motions:
 - meas. 1 – clap hands 4 times.
 - meas. 2 – children shake their bodies
 - meas. 3 – children join hands to make a circle
 - end of meas. 4 – “It” cuts the cake by bringing his/her hand down separating two children whose hands were joined. “It” then stands in place with arms outstretched to both sides. The children who were separated race in opposite directions around the circle. The first child to tag an outstretched hand becomes the next “It” and play continues.

- Encourage children to sing as they play the game.



Clap your hands to - geth - er, Give your - self a shake.



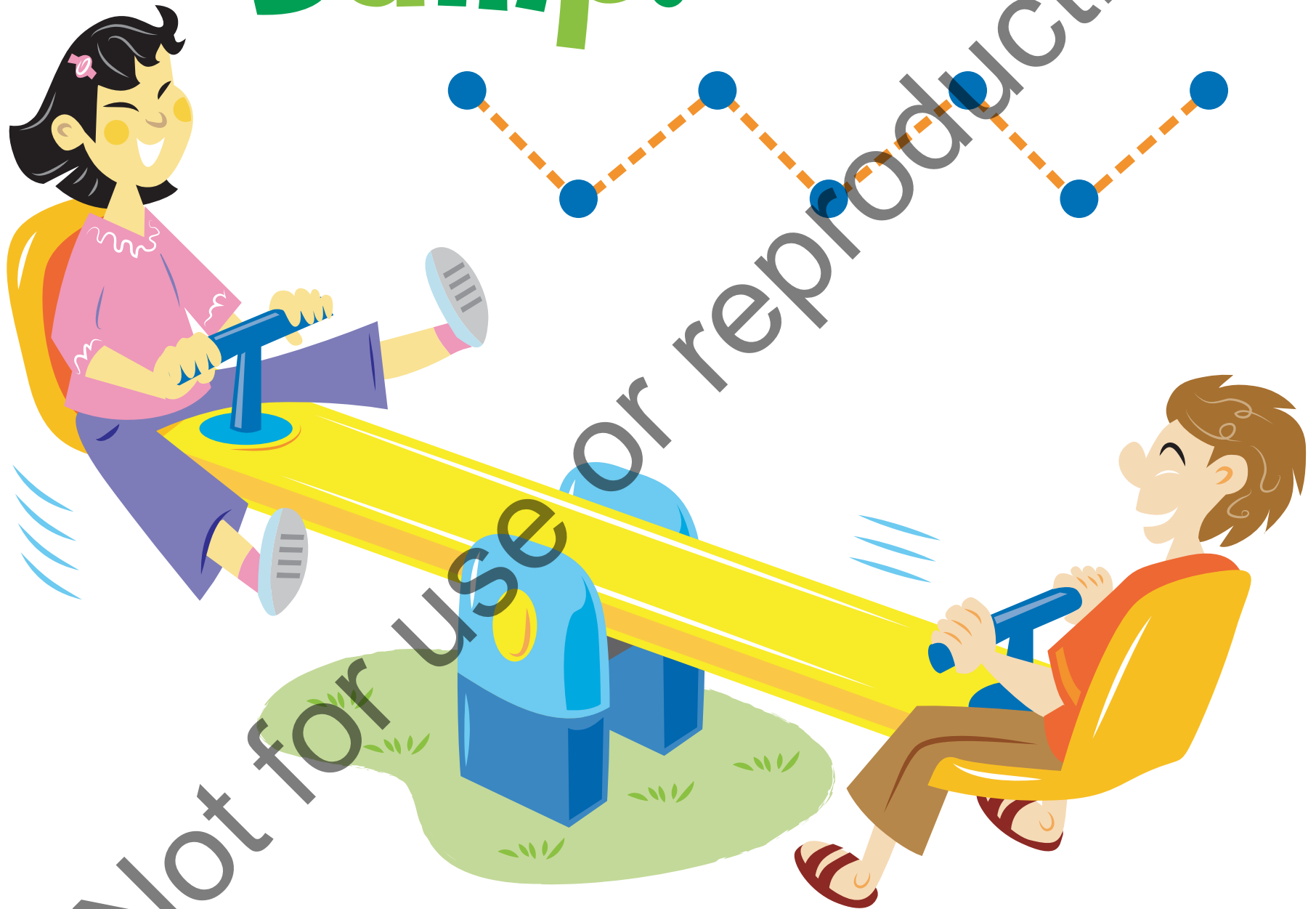
Make a hap - py cir - cle, Then you cut the cake.

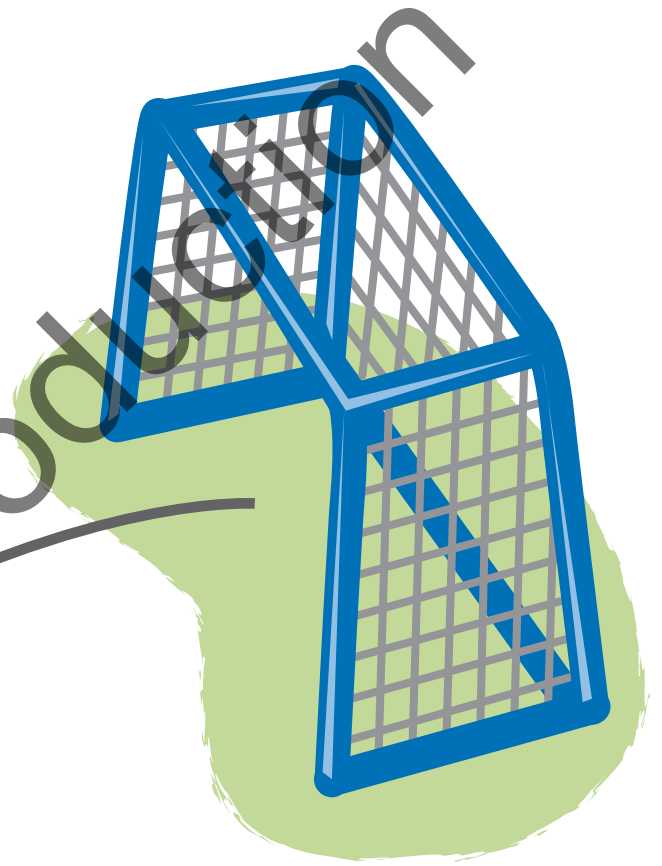
Traditional Singing Game.

- Send It's Always Time to Pray KIDPages home with the children.



Bump!







Whee!



Woop!



ACTIVITY E TEACHING STEPS

SMALL-GROUP ACTIVITY

"Bluebird, Bluebird" teaches children that the pitches in a melody can move up and down. Children will use a pointer to experience the up and down movement.

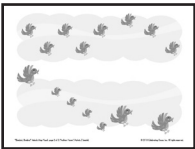
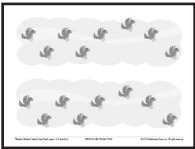
MATERIALS NEEDED

- "Bluebird, Bluebird" Melody Map Visual
- "Bluebird, Bluebird" Activity Page
- A pointer (craft stick, pencil, a straw, etc.)

PREPARATION

- Print and prepare the visual.
- Make a copy of the Activity Page for each child.

"Bluebird, Bluebird" Melody Map Visual



"Bluebird, Bluebird" Activity Page



"Bluebird, Bluebird"

1. Sing "Bluebird, Bluebird," using the melody map.

- Display "Bluebird, Bluebird" Melody Map Visual.
- Echo sing each phrase of the song, pointing to each bird on the visual. Emphasize the up and down movement of the melody.



Words and Music Traditional.

- Sing the song, using a pointer to point to each bird (pitch) of the melody as you sing.
- Repeat until children can confidently sing the song.

2. Point and follow the melody map.

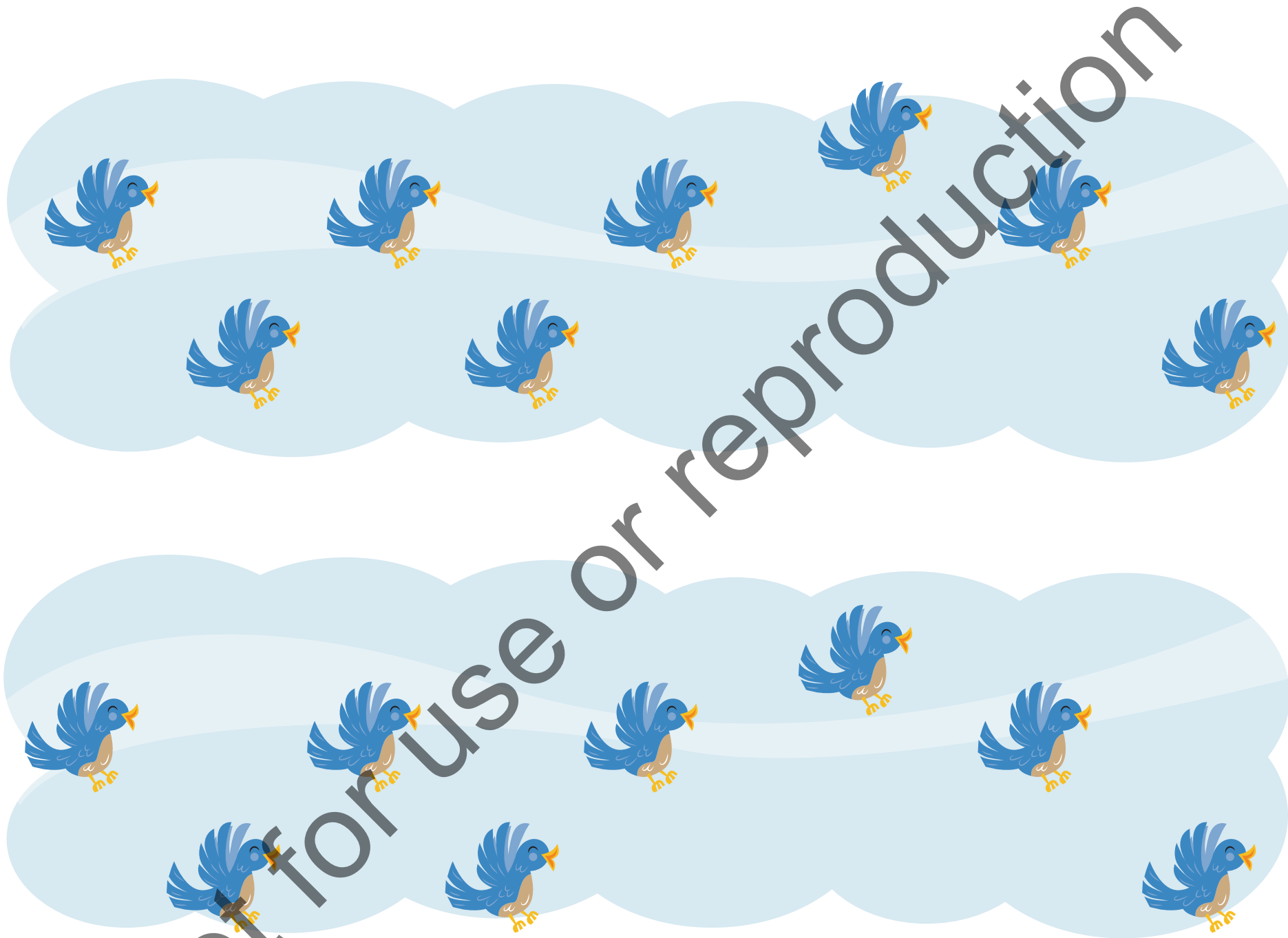
- Give each child a turn to use the pointer to "point" to the melody of the song on the melody map as the rest of the group sings. The child may or may not sing while pointing.

3. Point together and follow the melody map.

- Distribute a "Bluebird, Bluebird" Activity Page to each child.
- Lead children in singing the song as they point and follow the melody on their own melody map.

Extension

Consider making an extra copy of one of the pages of the Melody Map Visual. Cut out individual bluebirds, and attach them to a craft stick or other type of pointer. Give each child a "bluebird" pointer to use.



Not for use or reproduction

"Bluebird, Bluebird"



Dear God

Words and Music by
Lynn Shaw Bailey

Waltz feel (♩ = 124)

mf

1. Dear God, You made my heart to
2. Dear) God, You made my hands to
3. Dear) God, You made my eyes to

mf

8

beat, to laugh, to love, to sing. Dear God, You made my
work, to clap, to serve, to pray. Dear God, You made my
see, my ears, my mouth, my nose. Dear God, You made my

15

heart to praise. You thought of ev - 'ry - thing. 2. Dear
hands to hold the joy of ev - 'ry day. 3. Dear
voice to sing. My song for - ev - er flows.

1, 2 3

I've Got Rhythm

Words and Music by
Sandy Wilkinson

Blues, straight 8ths, not a shuffle (♩ = 108-120)

mf

I've got rhy-thm in my hands.

mf

Clap hands Tap toes

4

I've got rhy-thm in my feet. I've got

Clap hands Tap toes

7

rhy-thm in my hands, I've got rhy-thm in my feet; I can { hop, hop, hop
march, march, march
walk, walk, walk
tap, tap, tap } to the



The musical score is written in 4/4 time with a key signature of one sharp (F#). The tempo is indicated as 'Blues, straight 8ths, not a shuffle' with a quarter note equal to 108-120 beats per minute. The score is divided into three systems. The first system shows the vocal melody starting with a half rest, followed by a quarter note G4, a quarter note A4, and a quarter note B4. The piano accompaniment consists of a steady eighth-note pattern in the right hand and a steady eighth-note pattern in the left hand. The second system shows the vocal melody continuing with a quarter note C5, a quarter note B4, and a quarter note A4. The piano accompaniment continues with the same eighth-note pattern. The third system shows the vocal melody continuing with a quarter note G4, a quarter note F#4, and a quarter note E4. The piano accompaniment continues with the same eighth-note pattern. The score includes rhythmic notation for clapping hands and tapping toes, indicated by 'x' marks above the staff. The tempo is marked as 'mf' (mezzo-forte).

10

(Children hop, march, etc.)

stead - y beat.

(may improvise for 8 measures)

13

16

I've got