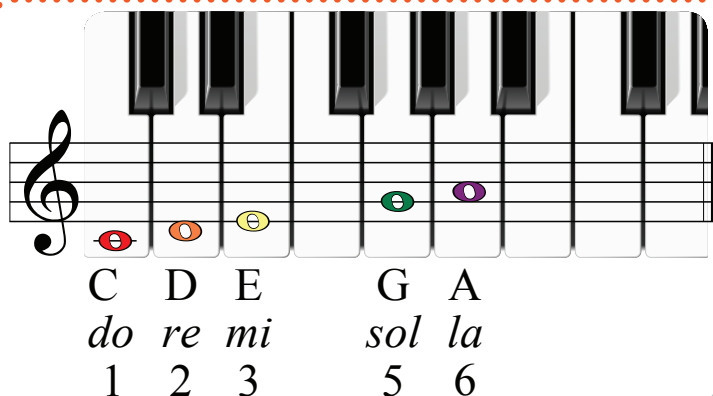


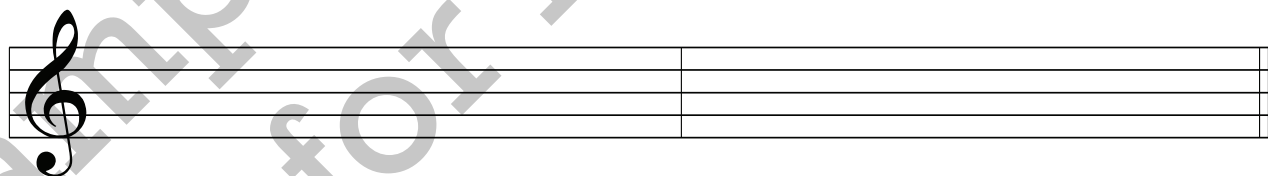
Strength! Song! Salvation!



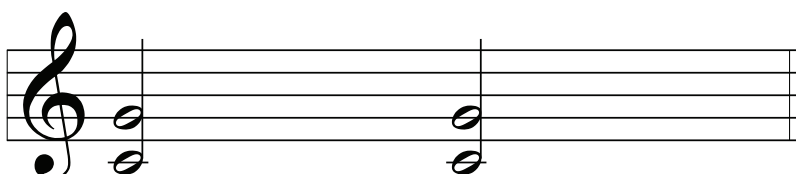
You can compose (write)
your own scripture song!

Follow these steps:

1. Use the pitches indicated on the keyboard and staff to create a melody. Your teacher will provide instruments to play to help you compose your melody.
2. Select one of these scriptures for the text of your song:
 - "God is my strength and my song; He has become my salvation." Exodus 15:2
 - "I can do all things through Him who strengthens me." Philippians 4:13
 - "I will rejoice in the God of my salvation." Habakkuk 3:18
3. Let your ears guide you to compose a tune that is pleasing and easy to sing. Write your melody notes on the staff, and the scripture words below the pitches.



4. Create an accompaniment to play while you sing your melody. (TIP: Any pitches you choose from C, D, E, G, and A will sound good. Choose the sounds you like the best!) To get started, try playing C and G together, as shown below, in a slow, steady beat. Then, experiment with other accompaniment patterns.



ACTIVITY TEACHING STEPS

SMALL GROUP ACTIVITY

Strength! Song! Salvation! provides an opportunity for children to compose and accompany a scripture song of praise.

MATERIALS NEEDED

- Strength! Song! Salvation! KIDPage
- C, D, E, G, and A Boomwhackers®, resonator bells, handchimes, Orff instruments, keyboard, or step bells
- Pencils

PREPARATION

- Copy Strength! Song! Salvation! KIDPage for each child.
- Gather instruments and mark the pitches of the pentatonic scale.
- A pencil for each child.

Strength! Song!
Salvation! KIDPage



Strength! Song! Salvation!

1. Review the pentatonic scale.

- Distribute Strength! Song! Salvation! KIDPages.
- Have children look at the keyboard and the five-note scale on the staff. Point out that the pentatonic (“penta” means five) scale uses all the notes in the C scale except B and F. Using the terms, “burgers” and “fries,” will help children remember that the B and F are omitted from the C pentatonic scale.
- Play the pentatonic scale and demonstrate that it uses all whole steps. Point out that B and F are omitted because of the half step between E and F and B and C.

2. Have children select a scripture for their song.

- Read each verse on the KIDPage. Guide children to select a verse to use as the text as their song. Let children explain why they chose their particular verse.

Option

Allow children to choose a verse that is not on the list if they request to do so.

- Help children speak their chosen scripture to create a rhythm pattern for their scripture song. (Allow children the option of using rhythmic notation or whole notes for their melody.)

3. Guide children to compose a melody.

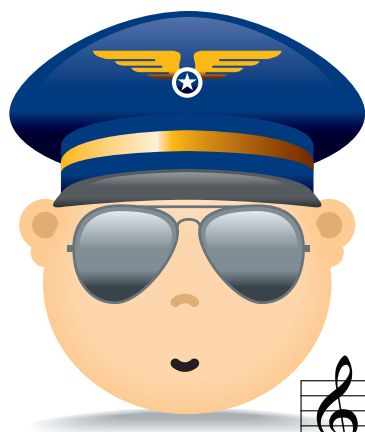
- Help children experiment playing the pentatonic scale on an instrument to compose their song.
- Affirm and coach children as they write the notes of their melody on the blank staff.

4. Create song accompaniments.

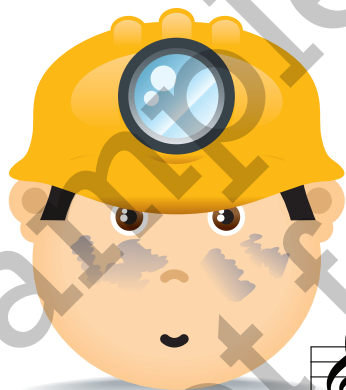
- Let children experiment with different pentatonic accompaniment patterns as you play each melody.
- Have children take turns playing accompaniment patterns as each “composer” sings their composition.

Major Minor Fun

Music can be in major or minor keys. Major and minor melodies and harmonies add variety and interest to music. Your teacher will help you experience major and minor music through listening, playing, and singing.



Major



Minor



ACTIVITY TEACHING STEPS

SMALL GROUP ACTIVITY

Major Minor Fun provides an opportunity for children to hear and play major and minor scales and chords.

MATERIALS NEEDED

- Resonator bells: low D, E, F, F#, G, A, B $\flat$, B, C, C#, and high D
- Six mallets
- Xylophone (optional)
- Major Minor Fun KIDPage
- “This Is My Father’s World - D Major Visual (option: make a copy for each child)
- “This Is My Father’s World - d minor Visual (option: make a copy for each child)
- Mp3 or CD Demo 8 (“Hallelujah! Sing Hosanna!”)
- Mp3 or CD Demo 13 (“This Is My Father’s World”)

PREPARATION

- Duplicate Major Minor Fun KIDPages for each child.
- Duplicate “This Is My Father’s World” - D Major and d minor Visuals.
- Gather resonator bells and mallets. (Option: Orff instruments, bells, Boomwhackers®, or a piano may be added to or substituted for resonator bells.)

Major Minor Fun



Major Minor Fun

1. Listen to major and minor major music.

- Play approximately 60 seconds of “Hallelujah! Sing Hosanna!,” Demo 8. Ask children to listen and try to determine if the song is in a major or minor key (minor).
- Play “This Is My Father’s World,” Demo 13. Ask children if it is major or minor (major).
- Ask children to describe the differences between the way major and minor music sounds. (Possible answers: minor can sound darker, more somber; major can sound brighter and happier; sometimes minor sounds joyful and happy.)

2. Play and sing major and minor.

- Arrange the D, F, and A resonator bells side by side. Enlist children to play the three notes at the same time as a chord, and one at a time, in random fashion, as a melody.
- Ask the children if this tonality is major or minor (minor).
- Replace the F natural with the F# and repeat. Ask if it sounds major or minor (major). Point out that the third pitch of the D scale, the F or the F#, makes the chord sound major or minor.
- Distribute the Major Minor Fun KIDPages, and guide children to play the major and minor chord progressions. Lead children to sing the melody phrase in the appropriate key as the chords are played. (Option: double the melody on a xylophone, keyboard, or suitable melody instrument.)

3. Explore the way major and minor scales are created.

- Display the “This Is My Father’s World” - D Major and d minor Visuals, or distribute a copy to each child. Explain that it is not difficult to understand the way major and minor music is determined.
- Say, “Let’s use the visuals as a blueprint to build a major scale and and minor scale.”
- Guide children to place the correct resonator bells side by side as shown on the D Major Visual to build a D Major scale.
- Ask if anyone can explain the difference between a half step and a whole step in the scale. Guide and clarify the answers, and show the difference on the piano keyboard illustration, or on a piano or keyboard.
- Explain that a scale is simply a pattern of whole steps and half steps. Point out the pattern that makes up the major scale.

"This Is My Father's World"
D Major and d minor Visuals



Teaching Tip

The pattern for major and minor scales is shown on the visuals.

- Enlist a child to play the D Major scale slowly as children follow the pattern of whole steps and half steps on the visual.
- Repeat the process with the "This Is My Father's World" - d minor Visual.
- Say: "Sometimes listeners hear music written in minor keys and think that the music is sad. Is 'Hallelujah! Sing Hosanna!' joyful or sad?" (joyful) Help children understand that both major and minor can be joyful or reflective.

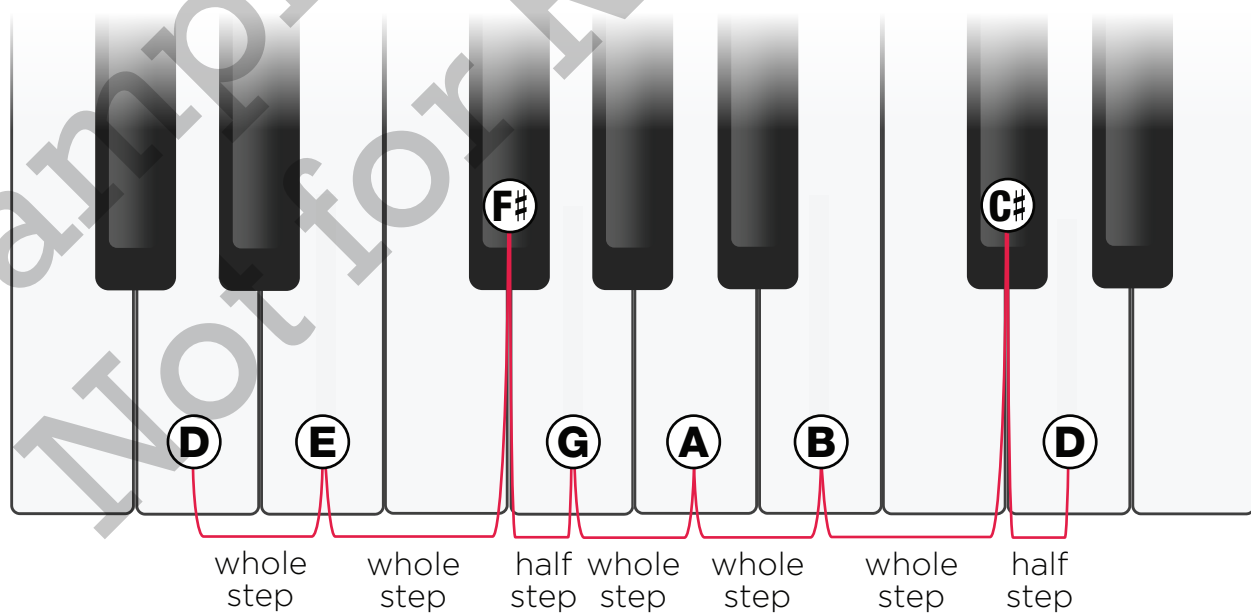
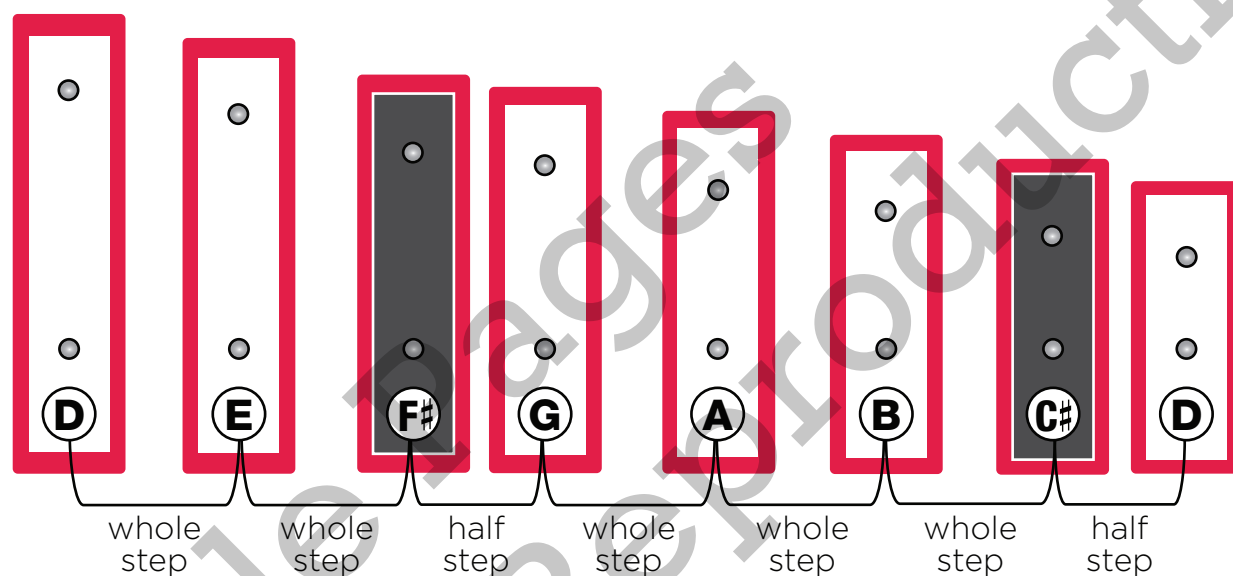
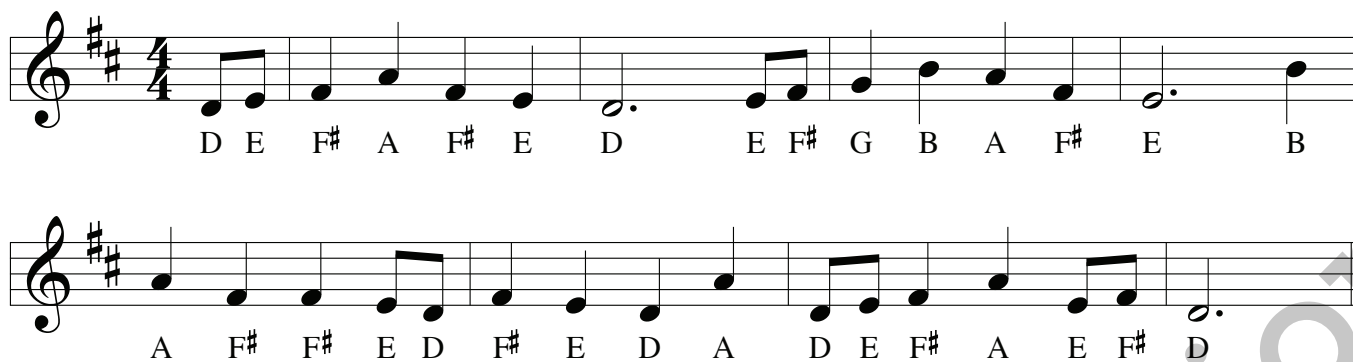
TEACHING OPTIONS

- Allow children to take the KIDPage and Visuals home. Challenge children who take music lessons, or play in band, to learn the major and minor versions of "This Is My Father's World." (The melody is altered slightly in this example.) Encourage children who do not play an instrument to use the note names provided on the visual to learn the song.
- Guide children to play songs such as "Twinkle, Twinkle, Little Star" by ear in major and minor on resonator bells or the piano.
- Let children explore playing major and minor chords on autoharps or guitars.

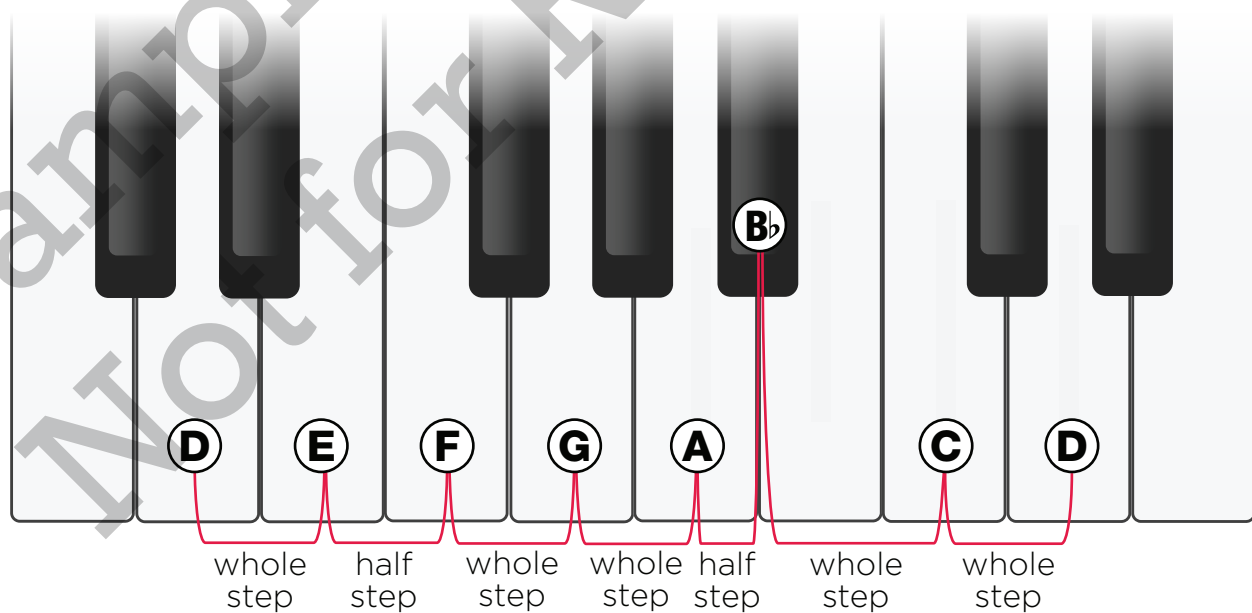
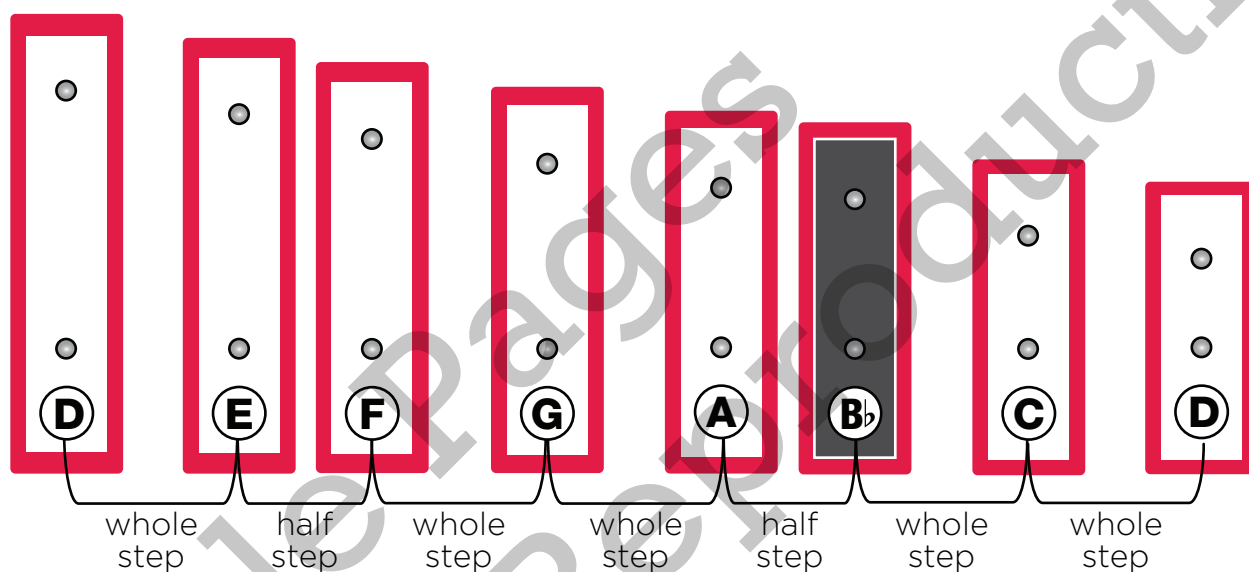
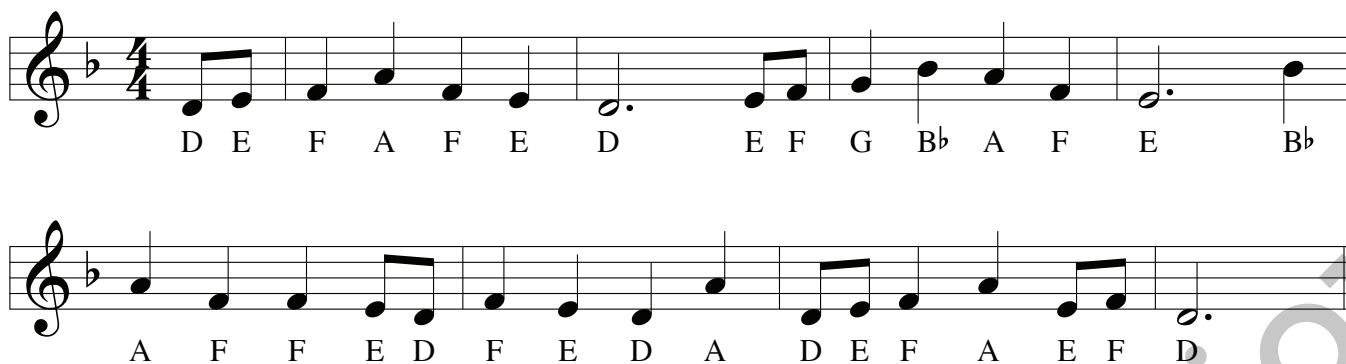
JUST FOR FUN!

- Enlist a pianist to reverse the tonality on some well-known songs. For example, play a few meas. of these songs in minor:
 - Come, Thou Fount of Every Blessing
 - We Praise You, O God, Our Redeemer
 - Joy to the World! The Lord Is Come
- Play a couple of phrases of these songs in major:
 - Poor Wayfaring Stranger
 - My Paddle's Keen and Bright
 - We Three Kings
- Allow children to comment as to how the different tonalities change the meaning of the songs.

"This Is My Father's World" - D Major



"This Is My Father's World" - d minor



The Song of Moses

1 The song, "The Lord Is My Strength and
2 My Song," is based on Exodus 15:1-18. This
3 passage is called the "Song of Moses."

4 Moses sang this song after God
5 helped Moses and the children of
6 Israel escape from Pharaoh's army.
7 Moses began to sing and lead
8 everyone in a song of thanksgiving.
9 All God's people, young and old,
10 joined to sing praise to God.

11 The Song of Moses is the first song
12 in the Bible. Bible scholars believe this may
13 be the oldest song in the world. It mentions
14 God's Hebrew name, Yahweh, ten times.
15 When you sing "The Lord Is My
16 Strength and My Song," you are
17 singing words that have been sung by
18 God's people for thousands of years!



Moses' sister, Miriam also joined the song and played an instrument. Fill in the blanks to discover the instrument she played. Look at the numbers below each blank. The first number represents the line number, the second number is the word number, and the third number is the letter number in the word. For example, the first blank is the 15th line, 4th word, 1st letter in "The Song of Moses" story.

15/4/1

6/5/3

10/2/2

5/5/6

2/2/3

7/6/3

14/2/3

17/6/2

8/6/8

13/9/2

The Song of Moses

PLANNING AHEAD

- Make a copy of The Song of Moses KIDPage for each child.
- Gather a pencil for each child.
- Bring a Bible marked at Genesis 15:1-18.

GUIDING CHILDREN

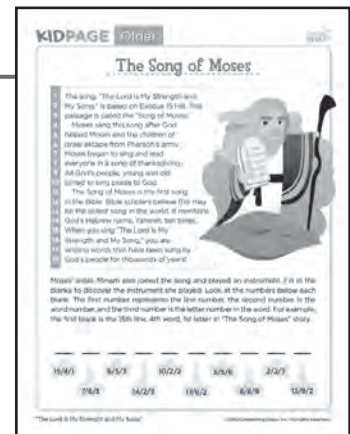
- Ask volunteers to read sections of the story.
- Have children take turns reading the verses of Exodus 15:1-18 from the Bible.
- Discuss why Moses and the children of Israel sang a song of praise and thanksgiving (God delivered them from slavery in Egypt and saved them from the Egyptian army who was pursuing them).
- Ask children if they have thanked God after difficult times. Allow time for sharing, if children are comfortable. Help them understand that singing and making music is a gift God has given us to use to praise and thank Him.
- Allow time for children read about Miriam and fill in the blanks at the bottom of the page.

The Song of Moses

Answers:

T A M B O U R I N E

(See Exodus 15:20)



Resurrection Symbols

Christian symbols are actions or objects that remind us of the truth of our faith. The symbols shown below represent Jesus or His resurrection. Read about each of these symbols. Then, use the clues to write the correct symbol names in the puzzle below. The name shown in the circles is a name of Jesus that means "Messiah" or "Anointed One." Write that name **here**: _____



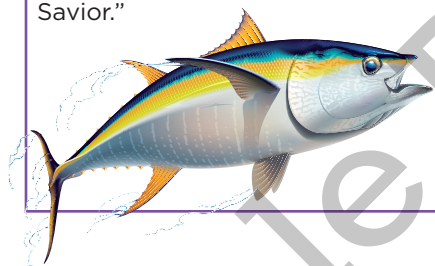
Easter Egg
The decorated Easter egg represents new life, just as the resurrection of Jesus brings new life to all believers.



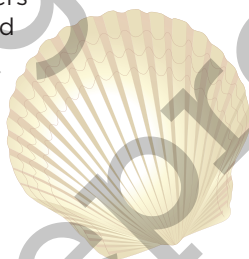
Butterfly
A caterpillar emerging from a cocoon as a butterfly represents Jesus rising from the tomb.



Peacock
During the days of the early church, the peacock became a symbol of the resurrection of Jesus.



Fish The Greek word for fish, ICHTHUS, is also the first letter of each word in the Greek phrase "Jesus Christ, Son of God, the Savior."



Shell
Early followers of Jesus used the empty scallop shell to represent the empty tomb of Jesus.



Lily This flower became an Easter symbol because it grows from a dead-looking bulb buried in the ground.

Bird

--	--	--	--	--	--	--	--	--	--

Greek name spells Jesus

--	--	--	--	--	--	--	--	--	--

Comes from a caterpillar

--	--	--	--	--	--	--	--	--	--

Flower

--	--	--	--	--	--	--	--	--	--

Scallop

--	--	--	--	--	--	--	--	--	--

Decorated

--	--	--	--	--	--	--	--	--	--

Resurrection Symbols

PLANNING AHEAD

- Make copy of Resurrection Symbols KIDPage for each child.
- Gather pencils or markers.

GUIDING CHILDREN

- Distribute Resurrection Symbols KIDPages to the children.
- Read the directions together.
- Ask volunteers to read about each of the symbols.
- Using the information given for each symbol, have the children write the correct symbol names in the blanks at the bottom of the page. When completed, write the name of the "Messiah" or "Anointed One" in the blanks at the top of the page.
- Talk with the children about the importance of Easter in our lives.

Resurrection Symbols

Answers:

Bird..... P E A C K O C K

Greek name spells Jesus..... F I S H

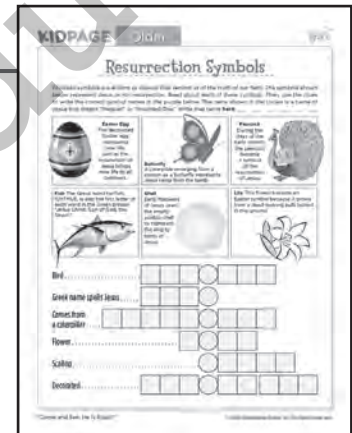
Comes from a caterpillar..... B U T T E R F L Y

Flower..... L I L Y

Scallop..... S H E L L

Decorated..... E A S T E R E G G

Write that name **here:** C H R I S T



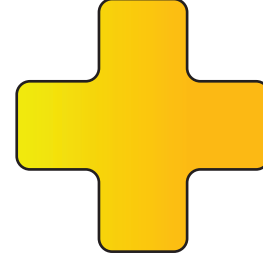
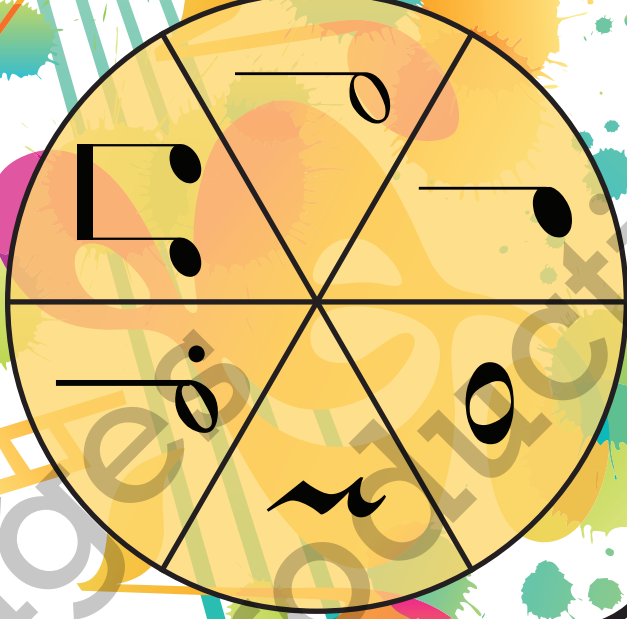


COUNT 'EM UP

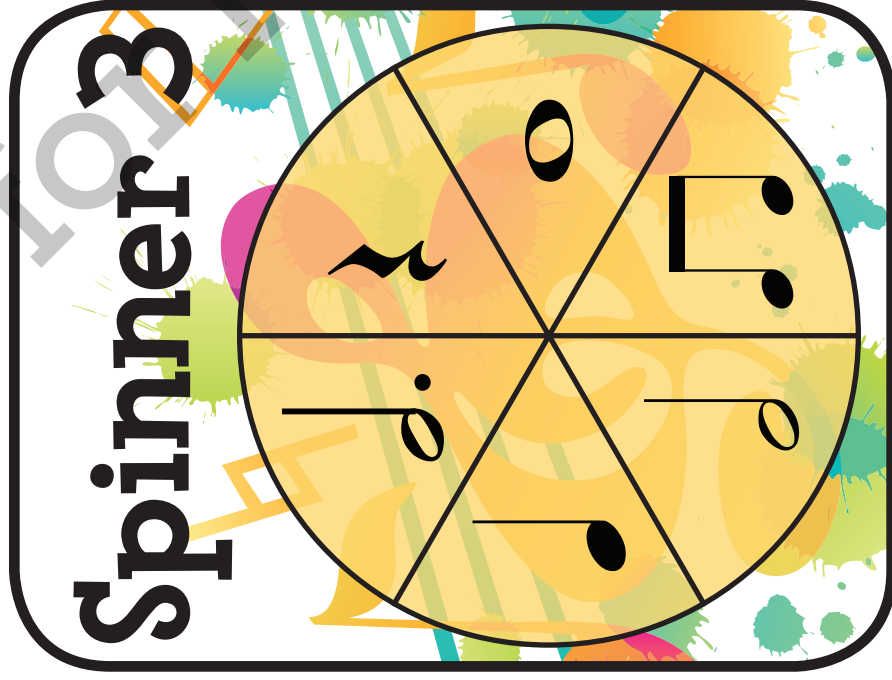
Spinner 1



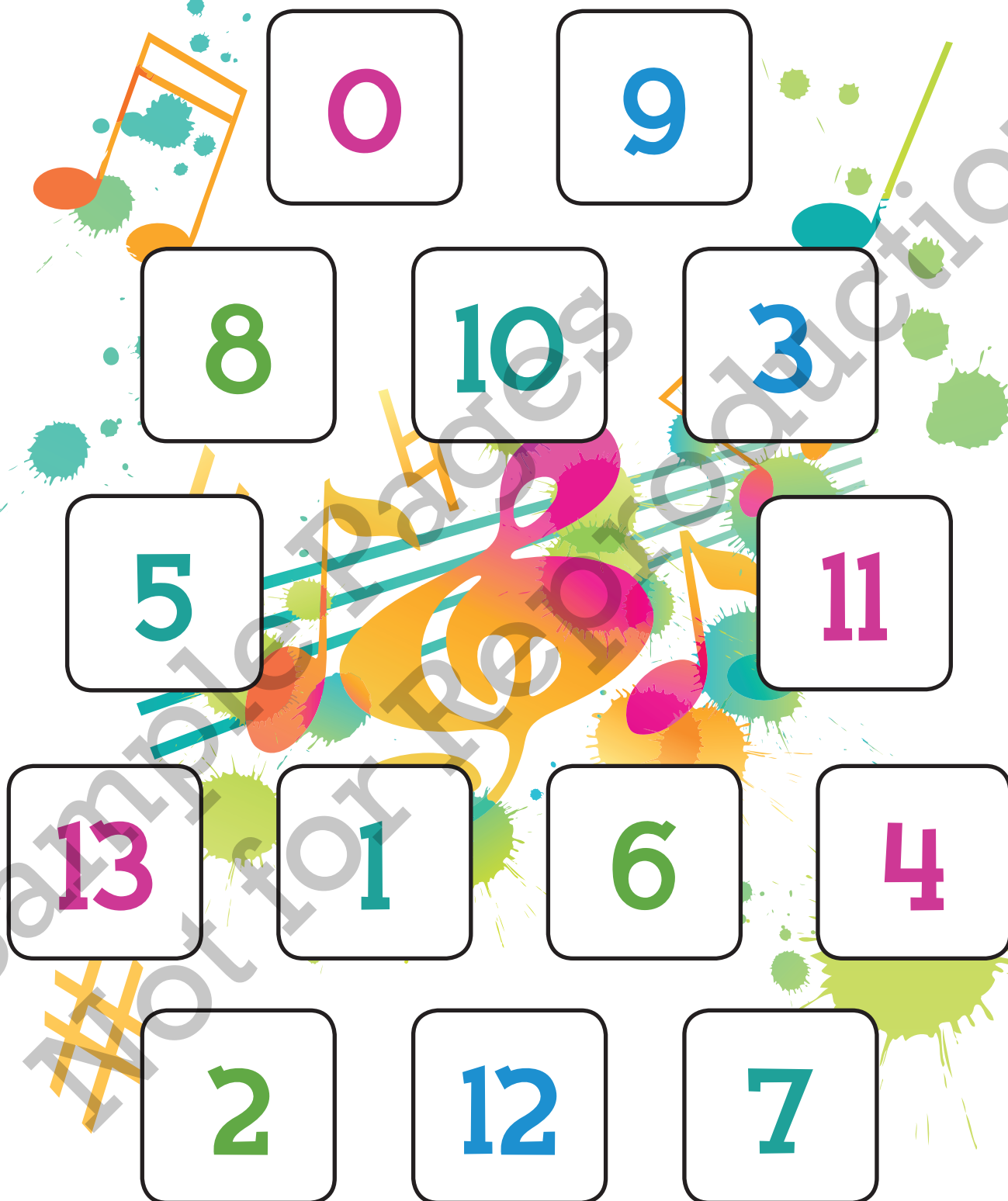
Spinner 2



SPINNERS



Count 'Em Up



ACTIVITY TEACHING STEPS

SMALL GROUP ACTIVITY

Count 'Em Up allows children to learn note values as they play a fun game.

MATERIALS NEEDED

- Count 'Em Up KIDPage
- Count 'Em Up Spinner Visual
- Game markers (two different colors; opposing teams need five markers each).

PREPARATION

- Print one Count 'Em Up KIDPage on card stock for each pair of competing teams.
- Print one Count 'Em Up Spinner Visual on card stock for each pair of competing teams.
- Cut out the spinner arrows and fasten to the center of each spinner using a brad, or use a large paper clip as the spinner.

Count 'Em Up KIDPage



Count 'Em Up Spinners



Count 'Em Up

1. Review note values.

- Write these notes and note values on the board:
 - ♩ = tap shoulders: (zero beat of audible sound)
 - ♪ = ta: one beat
 - ♪ = ti-ti: one beat
 - ♫ = ta - ah: two beats
 - ♬ = ta - ah - ah: three beats
 - ♭ = ta - ah - ah - ah: four beats
- Echo speak each rhythm, and review the number of beats of audible sound that each note receives.

2. Prepare children to play Count 'Em Up.

- Divide children into competitive teams of one to three players.
- Guide teams to choose an opposing team against which to compete.
- Give the following materials to each pair of competing teams:
 - Two sets of game markers (five markers of one color for one team, and five markers of another color for the other team).
 - One Count 'Em Up Spinner Visual
 - One Count 'Em Up KIDPage
- Be sure children understand that a quarter rest is also a beat, but it is a beat of silence. The Count 'Em Up game is *only* counting beats of audible sound.

3. Play the game.

- A child from each team spins each of the three spinners and adds the total number of audible/sound beats. The team with the highest number goes first.
- If a team is composed of more than one player, the players take turns representing their team.
- Teams take turns playing in the following manner:
 - A player spins each of the three spinners, and adds the total number of counts represented by the selected note values of the three spinners. Rest values are *not* counted, only note/sound values.
 - The player covers that totaled number on the Count 'Em Up KIDPage with a marker.
 - If that number is already covered by one marker from the opposing team, the player “bumps” that marker and takes over the space. The bumped marker goes back to the opposing team to use again.

- If the number is already covered by a marker from the player's own team, a second marker from that team is placed on the number. The space then becomes "locked" for the remainder of the game and markers cannot be bumped by the opposing team.
- The game continues until one team uses all their markers, winning the game.

Sample Pages
Not for Reproduction

Worship Is a Verb

1. The **blue**-colored words are all verbs that describe different way to worship. Draw a rectangle around the worship words.
2. Draw a wavy line under the **purple**-colored words that refer to places.
3. Circle the **maroon**-colored words that are attitudes and actions we bring to worship.
4. Draw a triangle around the **green**-colored words that describe God and His actions and attributes.
5. Draw two lines under the **yellow**-colored words that describe us.



Worship Is a Verb

PLANNING AHEAD

- Make one copy of Worship Is a Verb KIDPage for every child.
- Gather colored pencils or markers.
- Provide a Bible for each child.

GUIDING CHILDREN

- Ask the children find Psalm 100 (offer help if needed).
- Have children take turns reading the verses.
- Ask children if they know what verbs are (action words).
- Play a verb game asking the children to do each action one time after you say it. Say "Stand! Clap! Jump! Pat! Bend! Tiptoe! Kneel! Snap! Sit!"
- Read Psalm 100 and ask the children to stand each time they hear a verb.
- Distribute "Worship Is a Verb" KIDPages and markers to every child.
- Ask the children what these words represent (Psalm 100).
- Explain the directions on the KIDPage and allow time for children to complete the activity.
- Discuss worship attitudes as found in Psalm 100.

TEACHING OPTION ONE

- Cut out the words from the word cloud.
- Put tape on the back of each word.
- Let each child place a word on the board creating a new word cloud. As each piece is placed, the child will explain the word.

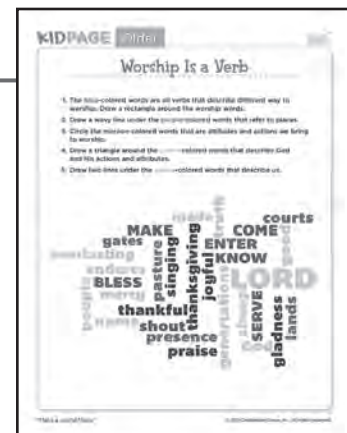
TEACHING OPTION TWO

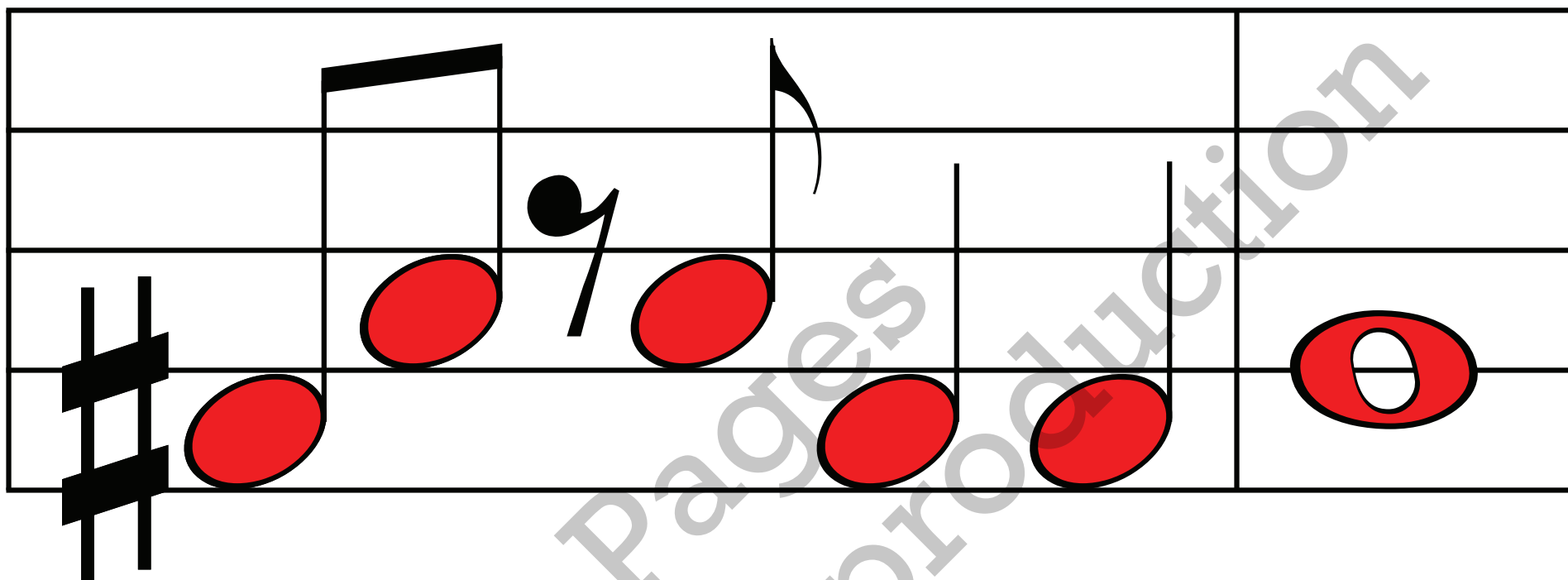
- Bring a laptop to your rehearsal and let the children create a new word cloud. Use "word cloud" to search for internet sites to create new clouds.

Worship Is a Verb

Answers:

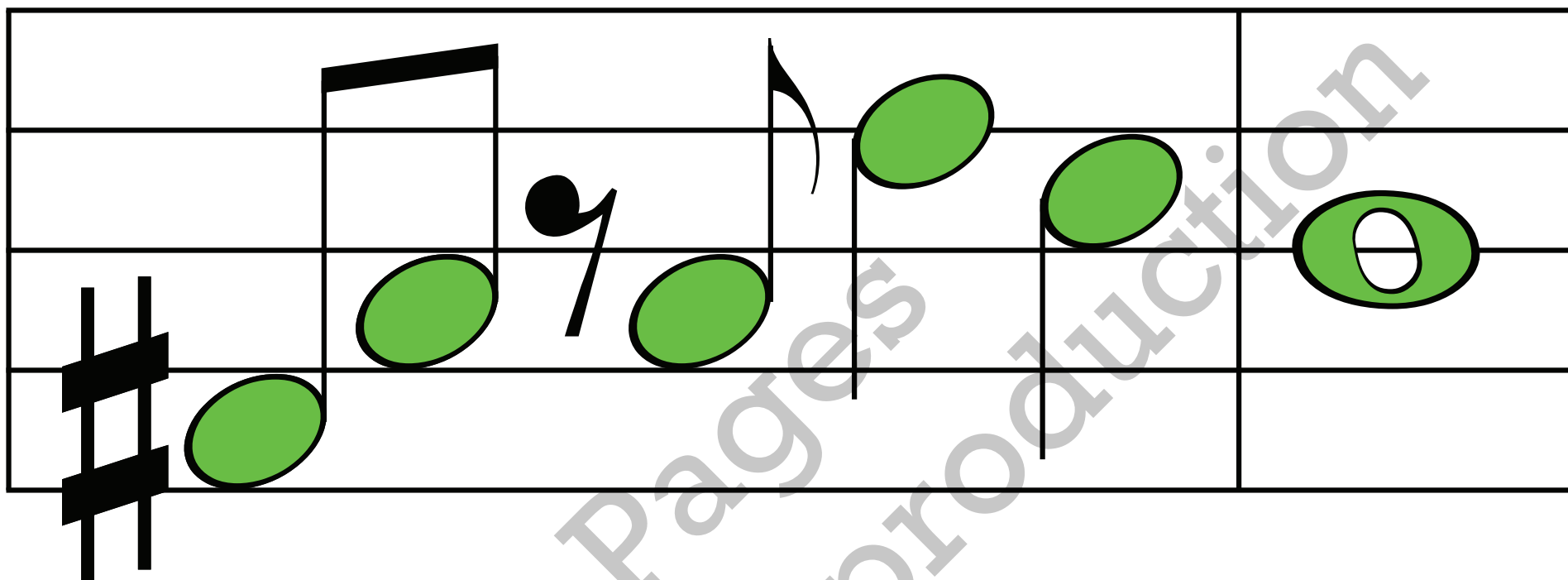
1. bless, come, enter, know, make, serve
2. courts, gates, lands, pasture, presence
3. gladness, joyful, praise, singing, thankful, thanksgiving
4. endures, everlasting, generations, God, good, Lord, made, mercy, name, truth
5. people, sheep





hal - le, hal - le - lu - jah!

skip up, skip down, step up



hal - le, hal - le - lu - jah!

skip up, leap up, step down

