

GROWING in grace

CHILDREN'S MUSIC CURRICULUM

Choosing God's Way



Younger Children - Fall

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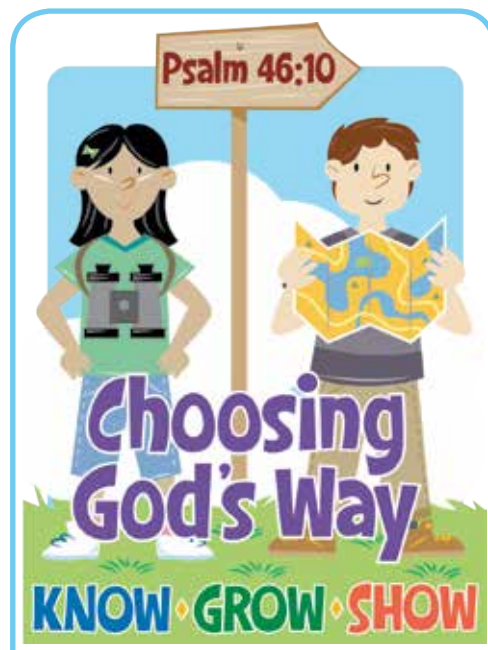
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Younger Children Fall



Demonstration Recordings

- 1. Be Still and Know** – Words and Music by Lynn Tracey © 2015 Billingsly Square Music, a division of Celebrating Grace, Inc. All rights reserved.
- 2. How Great Is Your Name** – Based on Psalm 8:1/Words and Music by Becki Slagle Mayo © 2015 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 3. God Hears Us When We Pray** – Words by Terry W. York/Music by Vicki Hancock Wright © 2015 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 4. Psalm 100** – Words and Music by Dennis and Nan Allen © 2015 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 5. Shepherd Boy** – Words and Music by Dora Ann Purdy and Terry D. Taylor © 2015 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 6. How Far Is It to Bethlehem** – Words by Frances Alice Chesterton (st. 1)/Christina Rossetti (st. 2), alt./Music English Carol © 2010 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 7. A Child Is Born** – Words by Milton LeDoux/Music by Joanne LeDoux © 2015 Billingsly Square Music, a division of Celebrating Grace, Inc. All rights reserved.
- 8. Bring a Torch, Jeanette, Isabella** – Traditional French Carol/Arranged by Tom Shelton © 2015 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 9. Say It in French**
- 10. Inright, Outright** – Traditional Folk Song Arrangement © 2015 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 11. One Finger, One Thumb** – Traditional Folk Song Arrangement © 2015 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 12. Beatin' and Boomin'** – © 2015 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 13. God's Love Around the World**
- 14. Holy, Holy, Holy** – Words by Reginald Heber/Music by John B. Dykes Arrangement © 2015 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 15. Come, Thou Fount of Every Blessing** Words by Robert Robinson/Music from Wyeth's Repository of Sacred Music, Part Second Arrangement © 2015 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 16. What Child Is This** – Words by William C. Dix/Music Traditional English Melody Arrangement © 2015 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 17. Joyful, Joyful, We Adore Thee** – Words by Henry van Dyke/Music by Ludwig van Beethoven Arrangement © 2015 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 18. If You Will Only Let God Guide You** – Words by Georg Neumark, tr. Catherine Winkworth/Music by Georg Neumark Arrangement © 2015 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 19. Tell Me the Story of Jesus** – Words by Fanny J. Crosby/Music by John R. Sweeney Arrangement © 2015 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.

Accompaniment Recordings

20. Be Still and Know
21. How Great Is Your Name
22. God Hears Us When We Pray
23. Psalm 100
24. Shepherd Boy
25. How Far Is It to Bethlehem
26. A Child Is Born
27. Bring a Torch, Jeanette, Isabella
28. Inright, Outright
29. One Finger, One Thumb
30. Holy, Holy, Holy
31. Come Thou Fount of Every Blessing
32. What Child Is This
33. Joyful, Joyful, We Adore Thee
34. If You Will Only Let God Guide You
35. Tell Me the Story of Jesus

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Producer: Michael Graham at The Lodge, Indianapolis, IN; **Executive Producer:** Dora Ann Purdy

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 his or her natural singing skills, increase in musical knowledge, and grow spiritually.

The theme, *Choosing God's Way*,

is rooted in Psalm 46:10. Musical activities guide younger children in making good choices, leading to a meaningful, healthy relationship with God and with one another. Children learn to take time to **know** God and His Word, **grow** in God's likeness, and **show** God's love to others.

This curriculum package includes two CDs with demonstration and accompaniment recordings, abundant teaching materials and colorful visuals. Song Teaching Steps offer easy-to-follow instructions and activities for groups of all sizes. Additional resources are available online at www.growing-in-grace.com.

New Curriculum Features

- User-friendly folder reorganization
- Demo and Track numbers appear on Scores, Student Pages, and Instrumental Scores
- Consecutive page numbering on MultiPrint documents
- Hymn Scores and recordings for Fall and Spring semesters included in the Fall curriculum

Steps for Using *Growing in Grace*

- Print the Checklists first to track items as they are printed.
- Follow the Teaching Steps instructions 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-by-17 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 needed for your choir.
- MultiPrint PDFs that combine materials into a single PDF are included 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.

<https://www.facebook.com/groups/280620235378776/>

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 CD should be purchased for each choir. Please do not reproduce these CDs 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 Components

Curriculum materials are located in the following folders:

- Songs (full choral score with keyboard accompaniment, Student Page [melody and lyrics only], and instrumental parts)
- Song Teaching Steps (step-by-step directions to teach each song)
- Activities (Checklist, Activity Visuals, Activity Teaching Steps, and Activity Pages [when needed] for each activity)
- KIDPages (Checklist, learning pages for children, and teaching steps for leaders)
- Session Plans (step-by-step plans for 15 weekly sessions)
- Song Teaching Visuals (Checklist and visuals used when teaching songs)
- Hymns (six hymns—three for fall semester and three for spring semester)

Recordings

- Demo Recordings with voices are included for all songs and hymns.
- Accompaniment Tracks without voices are included for all songs and hymns.
- Movement and Activity Recordings are included.
- Demo and Accompaniment Recordings for spring semester hymns are included as well.

CURRICULUM SONGS

- A Child Is Born
- Be Still and Know
- Bring a Torch, Jeanette, Isabella
- God Hears Us When We Pray
- How Far Is It to Bethlehem
- How Great Is Your Name
- Psalm 100
- Shepherd Boy

MOVEMENT/ACTIVITY SONGS

- Inright, Outright
- One Finger, One Thumb

HYMNS – Fall

- Come, Thou Fount of Every Blessing
- Holy, Holy, Holy
- What Child Is This

HYMNS – Spring

- If You Will Only Let God Guide You
- Joyful, Joyful, We Adore Thee
- Tell Me the Story of Jesus

KIDPAGES

"Be Still and Know"

- Pray and Listen

"Bring a Torch, Jeanette, Isabella"

- God's Love Around the World

"Come, Thou Fount of Every Blessing"

- Be a Hymn Sleuth

"God Hears Us When We Pray"

- What Happens When We Pray?

"How Far Is It to Bethlehem"

- Christmas Gifts

KIDPAGES, cont'd

"How Great Is Your Name"

- God Is...

"Psalm 100"

- Make a Joyful Noise

"Shepherd Boy"

- Shepherd Scramble

"What Child Is This"

- What Does It Mean?

ACTIVITIES

A – Psalm 46:10 Chant

B – Play It

C – Map It

D – Rhythm Flash Card Games

E – Hit the Target

F – "Holy, Holy, Holy" Signs

G – Compose It

H – Beatin' and Boomin'

I – Rhythm Cookies

J – Rhythm Jive

K – Ring It

L – Wacky Do-Re-Mi

SONG TEACHING VISUALS

GENERAL

- Crescendo Visual
- Decrescendo Visual
- "Inright, Outright" Visual
- Movin' Visual
- Musical Road Signs 1-9
- "One Finger, One Thumb" Visual
- Solfège Signs

SONG TEACHING VISUALS, cont'd

- Think/Sing Visual
- Tie Over Visual
- Tie Under Visual

SONG-RELATED

"A Child Is Born"

- Names of Jesus Cards

"Be Still and Know"

- Choosing God's Way Theme Poster

"Bring a Torch, Jeanette, Isabella"

- "Bring a Torch..." Stanza 1 Visual
- "Bring a Torch..." Stanza 2 Visual
- "Bring a Torch..." Stanza 3 Visual

"God Hears Us When We Pray"

- Melody Visuals 1-4
- Rhythm Visual

"How Far Is It to Bethlehem"

- Stable Visual
- Stable Add-ons

"How Great Is Your Name"

- Claves Visual
- Guiro Visual
- Maracas Visual

"Psalm 100"

- Bell Accompaniment Visuals 1-3
- "Joyful" Rhythm Visual

"Shepherd Boy"

- Running, Kneeling, Rejoicing Visual
- "Shepherd Boy" Rebus

Psalm 46:10



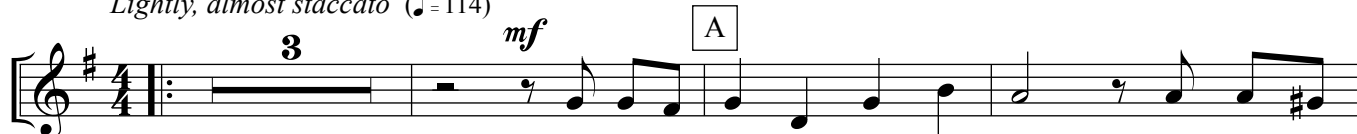
Choosing God's Way

KNOW ♦ GROW ♦ SHOW

God Hears Us When We Pray

Terry W. York

Vicki Hancock Wright

Lightly, almost staccato (♩ = 114)

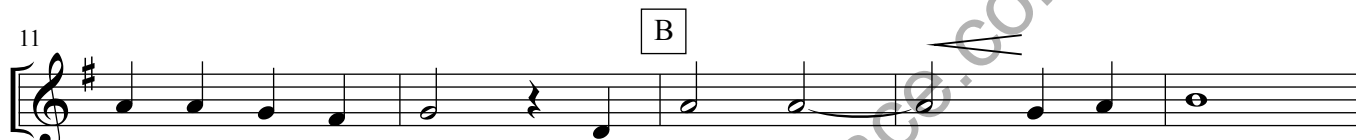
1. On an - y sad or hap - py day
2. In ev - 'ry lan - guage chil - dren pray.

When we have
God hears them



things we'd like to say,
all, each word they say.

God is near, and this we know, God
God is near in ev - 'ry land, God



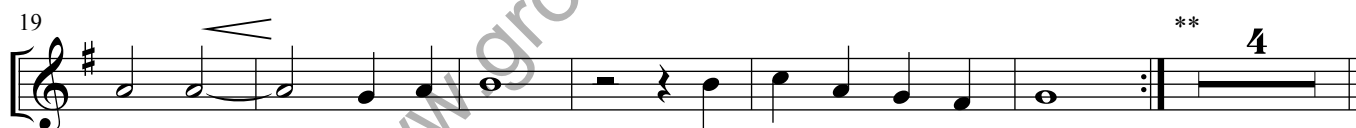
hears us when we pray.
hears us when we pray.

God hears us _____ when we pray,



No mat - ter what we say.

In the night, just like the day, God



hears us _____ when we pray,

God hears us when we pray.

*Play wood blocks or rhythm sticks for 15 beats before singing.

**Instruments get gradually softer to the end.



§

4/4:  LORD, our Lord, How ma - jes-tic is Your name, Your

Third time to Coda

1

 name in all the earth. O

2

D S. al Coda

CODA

 earth. O earth. How

 great is Your name, O LORD.



A



B



C



D

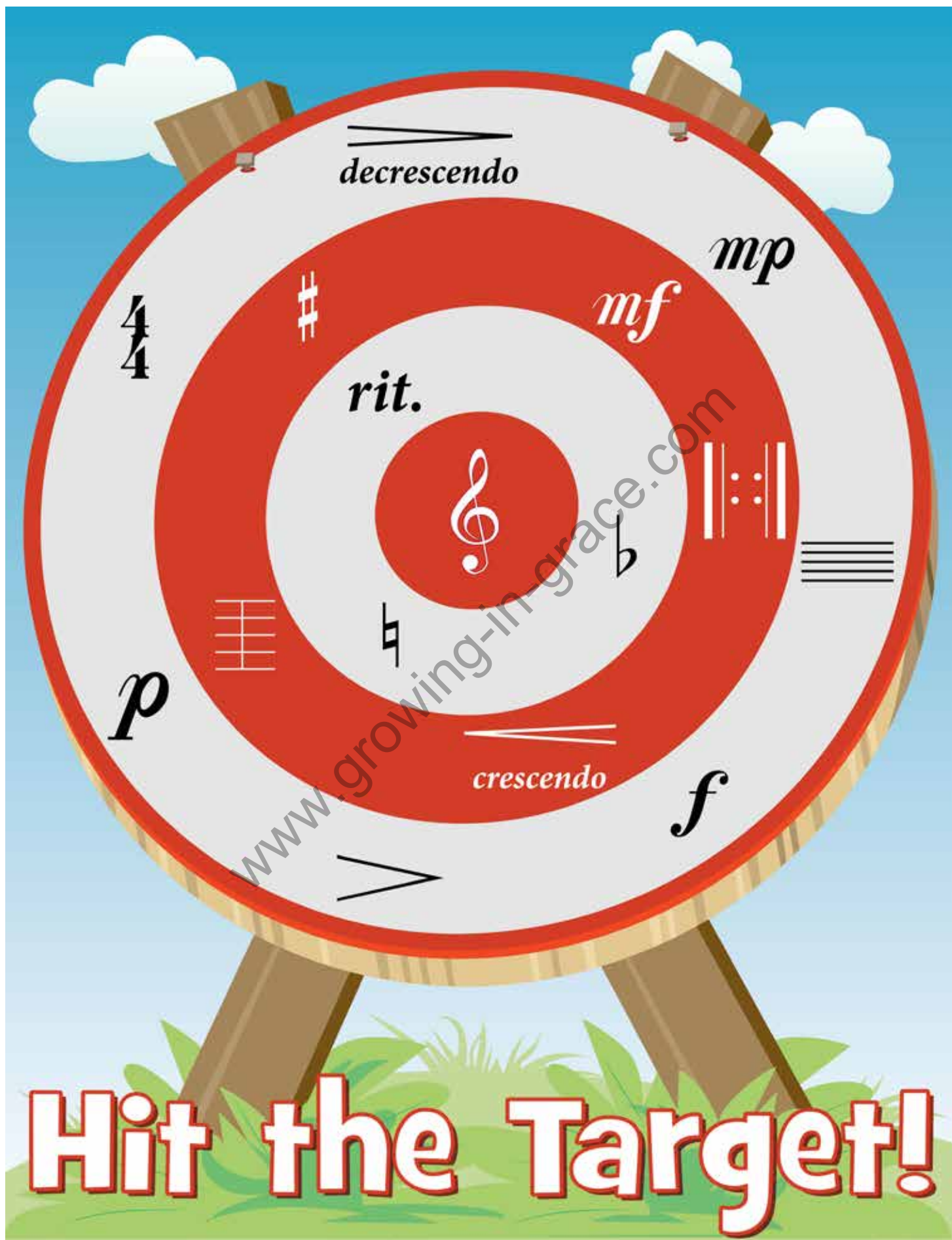




Movin'



**FREE
STYLE!**



Hit the Target!

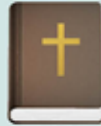
What Happens When We Pray?

Circle the letter under the object in each example that is different.

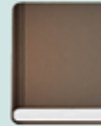
1.



J



P



G



R

2.



E



U



I



O

3.



H



T



W



B

4.



A



Y



E



O

5.



V



K



C



R

6.



I



U



A



E

7.



N



P



D



S

Fill in the blanks with the circled letters to complete the truth:

When we pray, 1 2 **D** 3 4 **A** 5 **S** 6 7 **!**

“God Hears Us When We Pray”

MATERIALS NEEDED

- Score
- Student Pages
- MP3 or CD Demo 3
- MP3 or CD Track 22
- MP3 or CD Player
- Rhythm Visual
- Melody Visuals 1-4
- Tie Under Visual
- Solfège Signs
- A pair of chopsticks or rhythm sticks for each child
- Pencils
- Musical Road Signs 1 and 2
- Large rubber band (optional)
- Play It Accompaniment Visuals 1-5 (from Activity B)
- Wood block
- Hand chimes—G6 (Glockenspiel can be substituted)
- Orff Instruments and mallets—soprano xylophone, alto xylophone, bass xylophone (Boomwhackers®, hand chimes, and resonator bells can be substituted)

PREPARATION

- Print and prepare visuals.
- Remove several bars from the Orff instruments to simplify locating the pitches to be played.

POSSIBLE TEACHING SEQUENCE

- Rehearsal 1: Steps 1-2
- Rehearsal 2: Step 3
- Rehearsal 3: Step 4
- Rehearsal 4: Step 5
- Rehearsal 5: Step 6
- Repeat Steps as needed

1. Play a rhythm pattern.

- Display the Rhythm Visual.
- Clap and speak the rhythm:



- Distribute chopsticks or rhythm sticks.
- Play Demo 3.
- Guide everyone to tap their shoulders with the chopsticks to the steady half-note beat.
- Point to the visual when that rhythm pattern occurs (meas. 5, 7, 9, and 11), and guide everyone to tap the rhythm together.
- Play Stanza 1 of the song through measure 24, tapping the rhythm as before and counting the number of times you tap the pattern. (four)

2. Find a rhythm pattern in the music.

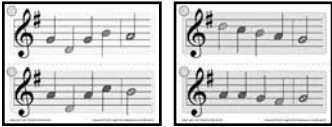
- Distribute the Student Pages and pencils.
- Have the pianist play the melody through beat 2 of measure 12.
- Tell children to circle the measures that contain the rhythm pattern.
- Have children exchange Student Pages with a neighbor.
- Play the song again through measure 12 to verify if all of the patterns were found.
- Return Student Pages to their owners.

3. Teach Section A (meas. 5-12).

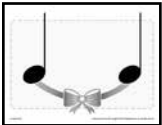
- Display Melody Visual 3. Sing the pattern on /oo. Have children look at the circled patterns on their Student Pages to find the one that matches what you sang. (meas. 9-10)
- Sing the pattern again while pointing to pitches on the visual for children to check their answers.
- Echo sing Melody 3 with the text of Stanza 1. (Include the pickup in measure 8.)



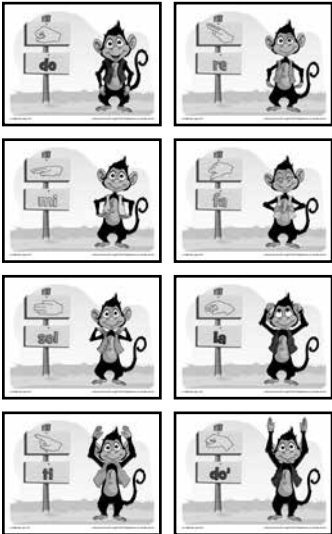
Melody Visuals 1-4



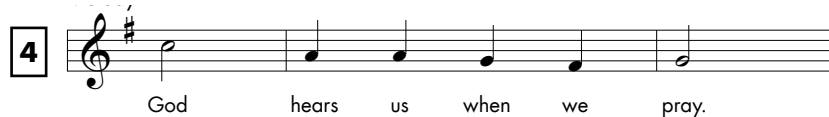
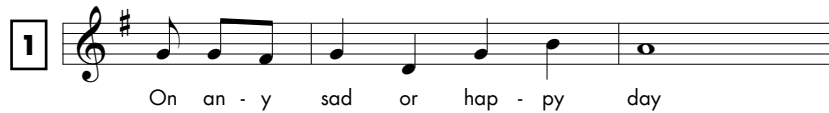
Tie Under Visual



Solfège Signs



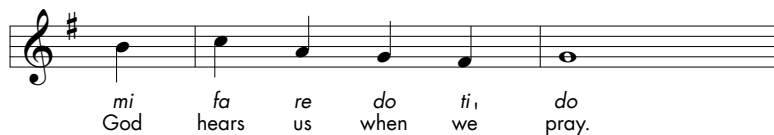
- Repeat the process with Melody Visuals 1, 2, and 4 in random order. When singing with the text, include pickup words and melody from the previous measure.



- Ask volunteers to place the Melody Visuals in order. Echo sing stanza 1 of Section A on text, pointing to the visuals when you sing those patterns.
- Echo sing stanza 2 in Section A.
- Sing both stanzas in Section A as the pianist plays the melody.

4. Teach Section B (meas. 13-24).

- Distribute Student Pages and pencils; display the Rhythm Visual.
- Sing Section B, and have children follow along on the Student Pages, looking for the rhythm pattern.
- Guide them to discover that the rhythm in measures 23-24 is similar, but the last note is a whole note, which receives four beats, instead of a half note, which receives two beats. Have them put a square around that pattern.
- Take up pencils.
- Sing measures 23-24 for the children. Then sing Melody Pattern 4, and ask if they are the same, different, or similar. (similar)
- Ask a volunteer to tell how they are similar. (Squared pattern starts on a higher pitch.)
- Echo sing on solfège and show hand signs (not Body Scale) for measures 23 and 24. Repeat with text. (Refer to the Solfège Signs.)



Teaching Tip

Use solfège hand signs for pitches below low do. Body Scale positions will not work.

- Display the Tie Under Visual. Explain that when two notes are tied they receive the value of both notes added together. For example, the two tied quarter notes would be held a total of two beats ($1 + 1 = 2$).

- Have the children look in Section B for a tie. Ask how many ties they found. (two—on us in meas. 13 to 14 and meas. 19 to 20) Ask how long the tied notes should be held. (four beats in both occurrences)
- Echo sing the text of measures 13-15. Count beats with your fingers when singing the tied notes.
- Sing Section B, directing children to sing only measures 13-15 and 19-24. Point to your ear while you sing measures 17-18 to indicate for them to listen.
- Echo sing measures 17-18 slowly. Have everyone shape the melody with their hands as they sing. Repeat a few times until they can sing at tempo.
- Sing Section B together as the pianist plays the melody.

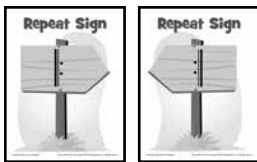
5. Sing and polish the song.

- Distribute Student Pages.
- Point to the repeat signs (Musical Road Signs 1 and 2). Ask a child to find the repeat signs in the music (meas. 1 and 24).
- Have a volunteer explain what those signs mean. (Repeat the music between the signs; on the repeat, Stanza 2 should be sung.)
- Direct everyone to sing the song.
- Discuss the meaning of the song.
 - Ask if God hears our prayers only when we are happy. (No. God hears us when we are sad and when we are happy; He hears every prayer we pray.)
 - Ask another volunteer to explain what Stanza 2 means. (God hears every language, and He is everywhere.)
 - Explain that the refrain means that God hears us any time we pray, even when we don't know how to say the right words.
 - Read Philippians 4:6 and Psalm 56:3. Tell children that God wants us to pray about everything and that we can trust Him to hear our prayers.
- Sing the song from memory, reviewing words as needed.

Teaching Tip

- Ask children to pronounce *hears* as if they were from England. Explain that omitting the *r* sound will make that word sound beautiful when sung.
- Work to achieve tall, open, “north/south” vowels throughout. Use a large rubber band pulled vertically to encourage tall vowels.

Musical Road Signs 1 and 2



Play It Accompaniment Visuals 1-5
(from Activity B)



6. Sing the song accompanied by instruments.

- Sing the song with Track 22 or piano accompaniment.
- Add the instrumental accompaniment from Activity B (Play It).

Option

Simplify the accompaniment if necessary by assigning a child or small group to play the wood block part. Omit all other parts.

MATERIALS NEEDED

SONGS

- "Be Still and Know"
- "How Great Is Your Name"
- "God Hears Us When We Pray"

VISUALS

- *Choosing God's Way* Theme Poster
- *Solfège* Signs
- Rhythm Visual

HYMN

- "Come, Thou Fount of Every Blessing"

RESOURCES

- Name tags (adhesived-backed)
- Markers
- Digital camera

- Photo printer (optional)
- Photo paper (optional)
- Poster board or pocket chart
- Activity Plan A
- Bible marked at Psalm 46:10 (New Revised Standard or King James Version)
- pencils

AUDIO

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

INSTRUMENTS/PROPS

- Chopsticks

PREPARATION

- Display *Choosing God's Way* Theme Poster each week.
- Print and prepare materials as indicated.
- Distribute Activity Plans to small-group leaders.
- Ask an adult helper to take digital photos of the children.
- Display the *Solfège* Signs in a ladder formation with *do* on the bottom and high *do* on the top for Vocal Warm-up.

EARLY-ARRIVER ACTIVITY

Name Tags and Photos

- Provide name tags and markers. Use Name Tags from **Step by Step: Tools, Tips & Templates for Choosing God's Way*, if desired.
- Instruct children to write their names on the name tags and place them on their shirts.
- Let an adult helper take a digital photo of each child to be printed and placed on a poster or in a pocket chart to designate Activity Groups.

ACTIVITY GROUPS

- **A** – Psalm 46:10 Chant

**Step by Step: Tools, Tips & Templates for Choosing God's Way* can be purchased online at www.celebrating-grace.com/store/growing-in-grace/curr-companion.

LARGE GROUP

“Be Still and Know”

Move to the music.

- Play Demo 1, and have children move as follows:
 - Measures 1-4—Listen to establish the beat.
 - Stanza 1 (meas. 5-25)—Step in place to the quarter-note beat.
 - Stanza 2 (meas. 26-44)—Push hands forward and back to the quarter-note beat.
 - Stanza 3 (meas. 45-71)—Alternate patting legs and touching ears to the half-note beat.

Vocal Warm-up

- Lead the children to sing and sign up and down a D major scale, using hand signs or Body Scale motions. (Refer to *Solfège Signs* as needed.) Sustain each pitch for four slow beats.



- Encourage children to sing softly, listen to each other, and think about where each pitch is located in reference to their bodies.

“How Great Is Your Name”

1. Listen and move to the song.

- Play Demo 2.
- Have the children stand and pat legs on the steady half-note beat during Section A (meas. 5-17 and 27-38). Sit when you hear the words *how great* and then stand back up immediately. Pat shoulders during Section B (measures 18-26).
- Point to the *sol* and *mi* Solfège Signs. Sing and sign or show Body Scale motions for *sol-mi*.



- Have everyone stand and listen to the song again, performing the steady beat as before. Instruct children to sit then stand quickly each time they hear the *sol-mi* pattern.
- Ask a child to tell what words are sung on the *sol-mi* pattern. (*how great*)

2. Teach Section A (meas. 5-12).

- Echo sing and sign (using hand signs or Body Scale) the following:



- Repeat, pointing to *Solfège Signs* and prompting the children to perform hand signs or Body Scale.

- Echo sing on *solfége* and sign measures 5-12 in two-measure phrases. Identify each phrase by number before singing.



- Ask children to identify which of the four phrases does not begin with *sol-mi*. (Phrase 4, meas. 11-12, begins with *sol-fa*)
- Echo sing and sign measures 11-12 (Phrase 4).
- Echo sing measures 11-12 with Stanza 1 text.
- Echo sing measures 5-12 with Stanza 1 text.
- Direct the children to sing Section A, Stanza 1, as the pianist plays the melody.
- Repeat with Section A, Stanza 2.
- Distribute Student Pages.
- Have children find Stanza 3 in measures 27-34 (after the blue-highlighted section) and follow the music as you sing this stanza together.

First Grade Tip

For first graders, note that the words for Stanza 3 are the same as Stanza 1.

- Echo sing the ending (meas. 35-37). Ask a volunteer to tell how this phrase differs from measures 33-34. (Notes are held longer but have the same melody as other phrases with the same words.)
- Play Demo 2. Sing each occurrence of Section A, and pat the steady half-note beat on shoulders during Section B.

“Come, Thou Fount of Every Blessing”

1. Move to the music.

- Distribute chopsticks.
- Play Demo 15, and tap this rhythm:



2. Listen to the text.

- Play Demo 15 through Stanza 1.
- Instruct children to identify the two sets of rhyming words (*grace* and *praise*, *love* and *above*).
- Explain that the hymn text refers to God as our *Fount of every blessing*—the One who give us all good things.

“God Hears Us When We Pray”

1. Play a rhythm pattern.

- Display the Rhythm Visual.
- Clap and speak the rhythm:



- Distribute chopsticks or rhythm sticks.
- Play Demo 3.
- Guide everyone to tap their shoulders with the chopsticks to the steady half-note beat.
- Point to the visual when that rhythm pattern occurs (meas. 5, 7, 9, and 11), and guide everyone to tap the rhythm together.
- Play Stanza 1 of the song through measure 24, tapping the rhythm as before and counting the number of times you tap the pattern. (four)

2. Find a rhythm pattern in the music.

- Distribute the Student Pages and pencils.
- Have the pianist play the melody through beat 2 of measure 12.
- Tell children to circle the measures that contain the rhythm pattern.
- Have children exchange Student Pages with a neighbor.
- Play the song again through measure 12 to verify if all of the patterns were found.
- Return Student Pages to their owners.

Closing

- Read Psalm 46:10 from a New Revised Standard or King James Version of the Bible.
- Let children take turns praising God in prayer by filling in the blank with a word or two that describes who God is: *Dear God, I know that You are God. I praise You because You are _____* (mighty, powerful, loving, etc.).
- Sing measures 19-24 of “God Hears Us When We Pray” as a closing song.

Devotional

Use Devotion 1 from *Choosing God’s Way Fall Devotionals—Younger Children*. Devotionals can be downloaded for free by going to www.celebrating-grace.com/store/growing-in-grace and clicking on Curriculum Devotionals.

What Happens When We Pray?

PLANNING AHEAD

- Print a copy of What Happens When We Pray? KIDPage for each child.
- Print a copy of the "God Hears Us When We Pray" Student Page for each child (Enrichment).
- Gather pencils.
- Have MP3 or CD Demo 3 and MP3 or CD player available.
- Bring a Bible bookmarked at Micah 7:7 and 1 John 5:14 (optional).

GUIDING CHILDREN

- Distribute KIDPages and pencils.
- Lead children to circle the letter of the melody pattern or picture that is different from the other three in each example.
- Play Demo 3 as the children work.

First Grade Tip

If children have difficulty identifying which melody pattern is different, have your pianist play each melody pattern slowly so they can hear the difference.

- Guide them to write the circled letter from each example in the appropriate blank at the bottom to complete a truth from God's Word taught by the song.

OPTION

- Read or ask a child to read Micah 7:7 and 1 John 5:14 to reinforce the truth that God hears when we pray.

ENRICHMENT

- Distribute "God Hears Us When We Pray" Student Pages. Have the children search the Student Pages to find melody patterns from the KIDPage. (Meas. 5, 7, 9, 11, 23)
- Echo sing the melody patterns with the children as they find each one.
- Have children write on the back of the KIDPage a prayer of thanks to God for hearing and answering prayers.

What Happens When We Pray?

Answers:

- | | |
|------|------|
| 1. G | 5. R |
| 2. O | 6. U |
| 3. H | 7. S |
| 4. E | |

When we pray, **God hears us!**

