

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)

Elementary - Fall



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Demonstration Recordings

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- 13. Noel! Sing Noel!** - Words and Music by Gwyn Williams © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 15. When We Worship the Lord** - Words and Music by David L. Ray © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
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- 19. Funga Alafia Energizer** - Traditional West African Folk Song, Additional Words by Debbie Rice © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 21. God's Love Is Like a Circle** - Traditional Words adapted by Becki Slagle Mayo, Music by Becki Slagle Mayo © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 23. Goodbyes All Over the World** - Words by Claire Russell, adapted by Angela Leonhardt, Music by Claire Russell © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
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- 27. Stretch and Chill Warm-up** - Warm-up created by Allison Blumenthal, Music created by The Lodge © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 28. Thank You, God** - Words by Ashley Danyew/Traditional Folk Song © 2022 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
- 30. The Comedians Energizer** - Energizer created by Angela Leonhardt © "Komedianti, Op. 26: Il Galop (The Comedians)," by Dmitry Kabalevsky, Performed by Moscow Philharmonic Orchestra, Courtesy of Naxos of America, Inc.
- 31-32. 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.
- 34-35. Zum Gali Gali** - Activity created by Debbie Rice, Traditional Israeli Folk Song, New Words by Debbie Rice and Terry D. Taylor © 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



Accompaniment Recordings

- 2. Alleluia, Immanuel**
- 4. Bells Are Ringing with Gladness**
- 6. God Loves the World (Theme)**
- 8. Let Us Welcome One Another**
- 10. Like a Tree**
- 12. Make Some Noise to the Lord**
- 14. Noel! Sing Noel!**
- 16. When We Worship the Lord**
- 18. Alleluia Round Vocalise**
- 20. Funga Alafia Energizer**
- 22. God's Love Is Like a Circle**
- 24. Goodbyes All Over the World**
- 29. Thank You, God**
- 33. Welcome Here (Theme)**
- 36. Zum Gali Gali**
- 38. Come, Thou Fount of Every Blessing**
- 40. For the Fruit of All Creation**
- 42. Joy to the World! The Lord Is Come**

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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.

New Curriculum Features:

- Younger Children and Older Children Song Teaching Steps are written and numbered to be conveniently taught using one teaching step per week.
- 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 Younger Children Session Plans are now provided as easy-to-read Session Outlines.
- 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" size.
- Some materials should be printed on cardstock 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

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 teachers])
- Session Outlines (outlines to plan rehearsals for 15 weekly sessions)
- Hymns (six hymns—three for fall semester [with Hymn Teaching Steps], three for spring semester)
- Warm-ups and Energizers (Checklist, Warm-ups, Energizers, Vocalises, Teaching Steps, and related visuals)
- 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

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” Percussion Visuals
 - “Welcome Here” Boomwhackers Visual
- Moving Abroad Energizer
 - Moving Abroad Energizer Visual
 - Moving Abroad Energizer Video
- Language of Love KIDPage

CURRICULUM SONGS

- “Alleluia, Immanuel”
- “Bells Are Ringing with Gladness”
- “Let Us Welcome One Another”
- “Like a Tree”
- “Make Some Noise to the Lord”
- “Noel! Sing Noel!”
- “When We Worship the Lord”

HYMNS–Fall

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

HYMNS–Spring

- Blest Be the Tie
- Christ the Lord Is Risen Today
- O the Deep, Deep Love of Jesus

KIDPAGES

- Advent Wreath Maze
- Decode the Names of Jesus
- “For the Fruit of All Creation”
- Rehearsal Riddles
- Share the Joy!
- Symbol Connect
- The Influential Dr. Watts
- The Remarkable Robert Robinson
- Time for Tree Rhythms
- Worship Words

ACTIVITIES

- “Bells Are Ringing” Rhythmic Composition Activity
- Boomwhacker Joy Activity
- “God’s Love Is Like a Circle” Activity
- Parachute with Brahms Activity
- “Thank You, God” Activity
- Tree Rhythms Activity
- “Zum Gali Gali” Activity

SONG TEACHING VISUALS–GENERAL USE

- Featured Meters Visuals
- Percussion Pattern Visuals
- *Solfège* Layers Visual
- World Vowels Visuals

SONG TEACHING VISUALS–SONG-RELATED

- “Bells Are Ringing with Gladness” Bell Visual
- “Bells Are Ringing with Gladness” Memory Visual
- “Let Us Welcome One Another” Section B Visual
- “Like a Tree” Steps and Skips Visual
- “Make Some Noise” Rhythm Chant Visual
- “Noel! Sing Noel!” Verse Memory Visual
- “When We Worship the Lord” Key Word Cards

WARM-UPS AND ENERGIZERS

- Alleluia Round Vocalise
- Four-beat Focus Warm-up
- “Funga Alafia” Energizer
- “Goodbyes All Over the World”
- Paper Plane Warm-up
- Stretch and Chill Warm-up
- “The Comedians” Energizer

DEMONSTRATION VIDEOS

- “Let Us Welcome One Another” Sign Language Video
- Parachute with Brahms Activity Video
- Stretch and Chill Warm-up Video
- “Thank You, God” Sign Language Video
- “The Comedians” Energizer Video
- “Zum Gali Gali” Activity Video

When We Worship the Lord

For Unison (opt. 2-Part) Voices

Based on Matthew 22:37

Words and Music by
David L. Ray

Worshipfully (♩ = 72)

Dm C/E F F/A B^b2 B^b C Dm C/E F F/A

mp

Verses

4 *mp* Unison (opt. Solos 1&3)

1. When we wor - ship the Lord we show our hope. When we
 (2. When we) wor - ship the Lord we show our thanks. When we

B^b2 C Dm C(4)/E F F/A B^b2 B^b C

7 (opt. Solos 2&4)

wor - ship the Lord we show our faith. When we wor - ship the Lord we show the
 wor - ship the Lord we show our light. When we wor - ship the Lord we show the

Dm C(4)/E F F/A C_{sus} C B^b C Dm C(4)/E F F/A

10

(stagger breathing)

mf

love with - in us; ris - ing to God, who hears our praise! Love the
 joy with - in us; ris - ing to God, the Lord on high!

B \flat Dm C(4)/E F F/A C_{sus} C B \flat C
 D E

Chorus

13

Lord your God with all your heart, all your soul, all your mind,

F C/E B \flat /D F/C

mf

15

with ev - 'ry - thing you are. Love the

B \flat F/A Gm7 B \flat /C B \flat /C C/E

17

Lord your God with all your heart, all your soul, all your mind,

F C/E B^b/D F/C

19

with ev - 'ry - thing you are.

B^b F/A G m7 B^b/C D m C/E F F/A

22

(to meas. 5) *mp*

2. When we

B^b B^b C D m C/E F F/A B^b2 C

mp

Chorus

25

2

f Group 2 (opt. Descant)

Musical score for measures 25-26. It features three staves: vocal line 1, vocal line 2, and piano accompaniment. The key signature has one flat (Bb). Measure 25 includes a first ending bracket with a '2' above it. The piano part includes a first ending bracket with a '2' above it and chord symbols: Bb/D, C/E, F, Bb/D, C/E, F, C/E. Dynamics include *f* for the piano part.

Love with all — your heart.

Love the Lord your God — with all — your heart, —

27

Musical score for measures 27-28. It features three staves: vocal line 1, vocal line 2, and piano accompaniment. The key signature has one flat (Bb). Measure 27 includes a first ending bracket with a '2' above it. The piano part includes a first ending bracket with a '2' above it and chord symbols: Bb/D, F/C, Bb, F/A. Dynamics include *f* for the piano part.

Love with all — your soul. Love with all — your mind,

— all your soul, — all your mind, — with —

29

ev - 'ry-thing_ you are. Love with all_ your heart.

ev - 'ry-thing_ you are. Love the Lord your God_ with all_ your heart,

Gm7(4) C B♭/D C/E F C/E

31

Love with all_ your soul. Love with all_ your mind,

all your soul, all your mind, With_

B♭/D F/C B♭ F/A

Ending

33

ev - 'ry - thing_ you are. — Ev - 'ry - thing_ you are. —

ev - 'ry - thing_ you are. — With_ ev - 'ry - thing_ you are. —

G m11 G m7 G m/C C7 Dm D m/C G m11 G m7 G m/C C7

36

rit.

rit.

Dm C/E F F/A B^b2 F

rit. *mp*

When We Worship the Lord

For Unison (opt. 2-Part) Voices

Based on Matthew 22:37

Words and Music by
David L. Ray

Worshipfully (♩ = 72)

Verses

mp Unison (opt. Solos 1&3)



1. When we wor - ship the Lord_ we show our
 (2. When we) wor - ship the Lord_ we show our

(opt. Solos 2&4)



hope. When we wor - ship the Lord_ we show our faith. When we
 thanks. When we wor - ship the Lord_ we show our light. When we



wor - ship the Lord_ we show the love with - in us; ris - ing to God,_ who hears our
 wor - ship the Lord_ we show the joy with - in us; ris - ing to God,_ the Lord on

Chorus

mf



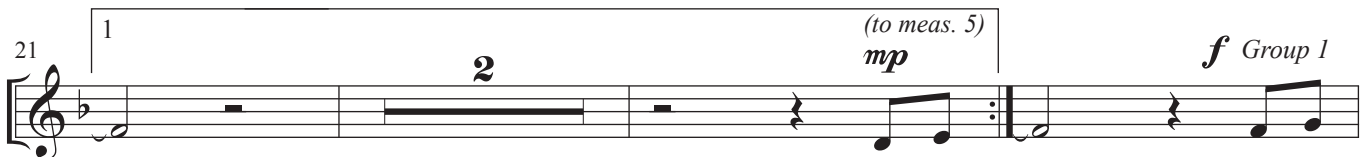
praise! Love the Lord your God_ with all_ your heart,_ all your soul,_ all your mind,_
 high!



— with_ ev - 'ry-thing_ you are. Love the Lord your God_ with all_ your heart,_



— all your soul,_ all your mind,_ with ev - 'ry - thing_ you are..



2. When we Love the

Chorus

26 *f* Group 2 (opt. Descant)

Love with all__ your heart. Love with all__ your soul.
Lord your God__ with all__ your heart,__ all your soul,_ all your mind,_

28

Love with all__ your mind, ev - 'ry - thing__ you are__
__ with__ ev - 'ry - thing__ you are. Love the

30

Love with all__ your heart. Love with all__ your soul.
Lord your God__ with all__ your heart,__ all your soul,_ all your mind,_

32

Love with all__ your mind, ev - 'ry - thing__ you are.__
__ With__ ev - 'ry - thing__ you are.__ With__

Ending

35

Ev - 'ry - thing__ you are.__ *rit.* **2**
ev - 'ry - thing__ you are.__ **2**

Guitar
Capo 1

When We Worship the Lord

 Demo 15
Track 16

For Unison (opt. 2-Part) Voices

Based on Matthew 22:37

Words and Music by
David L. Ray

Worshipfully (♩ = 72)

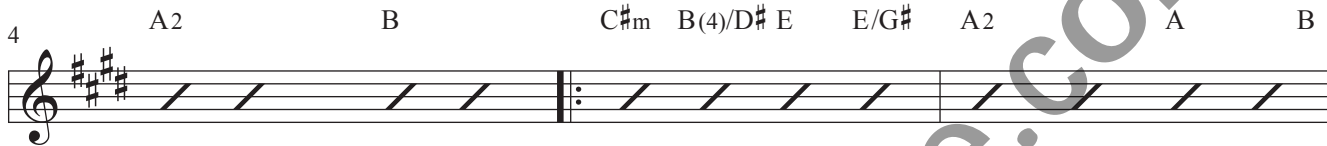
C#m B/D# E E/G# A2 A B C#m B/D# E E/G#

mp




Verses

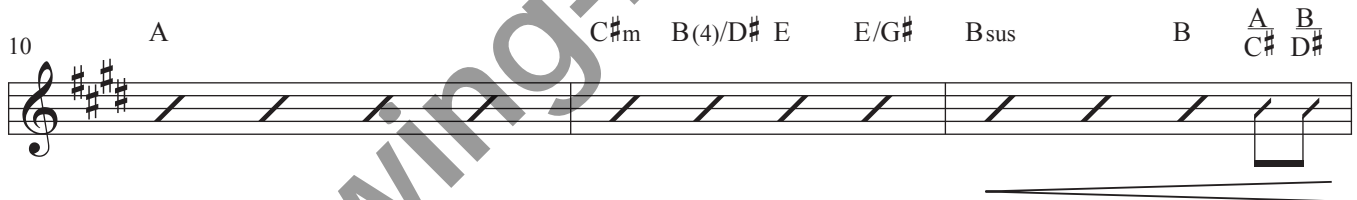
4 A2 B C#m B(4)/D# E E/G# A2 A B



7 C#m B(4)/D# E E/G# Bsus B A B C#m B(4)/D# E E/G#



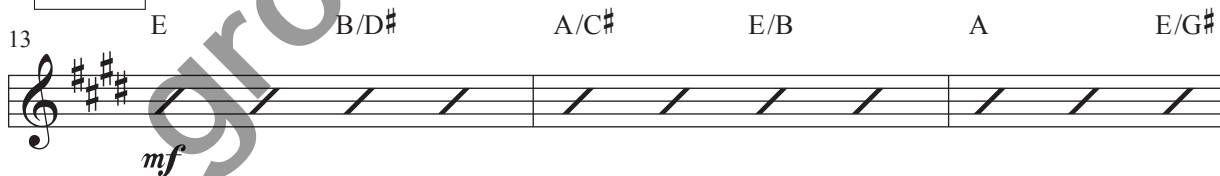
10 A C#m B(4)/D# E E/G# Bsus B $\frac{A}{C\#}$ $\frac{B}{D\#}$



Chorus

13 E B/D# A/C# E/B A E/G#

mf



16 F#m7 A/B $\frac{A}{B}$ $\frac{B}{D\#}$ E B/D# A/C# E/B



19 A E/G# F#m7 A/B 1
C#m B/D# E E/G#

22 A A B C#m B/D# E E/G# A2 B (to meas. 5)

25 2
A/C# B/D# E A C# B D# E B/D# A/C# E/B **Chorus**

28 A E/G# F#m7(4) B A C# B D# E B/D#

31 A/C# E/B A E/G# F#m11 F#m7 F#m/B B7

34 Ending
C#m C#m/B F#m11 F#m7 F#m/B B7

36 C#m B/D# E E/G# A2 *rit.* E

“When We Worship the Lord”

1. Explore the Biblical background of the song, and teach the Chorus sign language (mm. 13-21).

- Invite a volunteer to read Matthew 22:34-40 aloud.
- Lead a discussion about the scripture and the importance these two commandments.
- Tell children all of God’s commandments refer to either our relationship with God, or our relationship with others. Ask children to keep that in mind as they listen to the words to this song, and to be prepared to discuss which type of commandment the song is about.
- Distribute Student Scores and play Demo 15 as children listen. Pause the recording at measure 22.
- Ask children if the song is about our relationship with God or our relationship with others. (with God)
- Demonstrate and practice the sign language for the Chorus with children.
 - **love**—Cross arms over chest.
 - **Lord**—Form an L-shape with one hand, touch it to the opposite shoulder and bring it across and down to the hip.
 - **God**—With a flat hand facing the side, perform a sweeping motion from above head down to chest level.
 - **heart**—Tap heart-area of chest twice with middle finger.
 - **soul**—Touch thumbs and pointer fingers together on both hands. Hold one hand in front of the body, and pull an imaginary string upward from it with the opposite hand.
 - **mind**—Point to temple with pointer finger.
 - **ev’rything you are**—Form hands into fists, cross arms over chest, then uncross arms while opening hands to face up.
- Play Demo 15, have children listen to the Verses, and lead children in the sign language on the Chorus each time.

Teaching Tip

Encourage children to sing along with the Chorus as they catch on to the melody through repetition.

2. Review the Chorus, and teach the Verses (mm. 5-12).

- Lead children in reviewing the sign language for the Chorus by speaking through each phrase in rhythm while performing the signs.

MATERIALS NEEDED

- Score
- Student Score
- Guitar Chart
- Demo 15
- Track 16
- “When We Worship the Lord” Key Word Cards
- World Vowels Visuals
- Bible marked at Matthew 22:34-40.
- Pointer
- Cardstock (optional)

PREPARATION

- Copy Student Score.
- Print and prepare visuals.
- Print key word cards on cardstock, cut apart, and laminate if desired. (optional)

- Slowly sing and sign through the Chorus with the piano playing the melody.
- Sing and sign the Chorus with Demo 15, Track 16, or piano accompaniment.
- Distribute Student Scores and display “When We Worship the Lord” Key Word Cards.
- Echo sing Verse 1 in two-measure phrases, pointing to each key word card when relevant.
- Point out the first two phrases are short, but the third phrase is twice as long.

Teaching Tip

Use this opportunity to teach stagger breathing. Tell children to sneak a breath when they need to, and jump right back in to finish the phrase. Remind them to do this at a different time than their neighbor so there is no obvious break in sound.

- Sing Verse 1 with Demo 15, Track 16, or piano accompaniment.
- Address any trouble spots and repeat if desired.
- Teach Verse 2 in the same manner, echo singing in two-measure phrases, referring to the key word cards, then singing the entire verse with Demo 15, Track 16, or piano accompaniment.

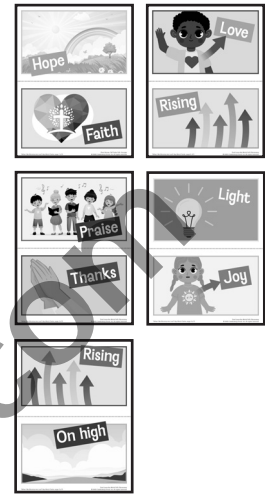
Option

Consider assigning solos for the verses; four optional solos are marked in the Score.

3. Teach the Chorus descant (mm. 26-36). (optional)

- Distribute Student Scores.
- Have children locate the 2nd ending at measure 25 and point out the Group 2 descant.
- Echo sing each one-measure phrase of the descant, using your hand to show the movement of the melody. Encourage children to do the same as they echo.
- Ask children to compare the notes of each phrase to discover which are the same. (mm. 27/28/31/32, mm. 26/30, mm. 33-34/35-36)
- Sing the entire descant with the piano playing the part.
- Cue Demo 15 to the 2nd ending and have children sing the descant part along with the recording.
- Divide children into Groups 1 and 2, and sing from measure 25 to the end with the piano playing both parts.
- Address any insecurities and repeat if desired.
- Have children swap parts and sing the section again with Track 16 or piano accompaniment.

“When We Worship the Lord” Key Word Cards



Teaching Tip

Point out that children can use the same sign language words they learned for the Chorus with the descant, simply in a different order and with some repetition. Model and practice this new sequence with children until they are confident.

5. Review, memorize, and polish.

- Distribute Student Scores.
- Review Verses 1 and 2 with children, singing through each verse with the piano playing the melody.
- Divide children into Groups 1 and 2, and review the final Chorus by singing measure 25 to the end with the piano playing both parts.
- Display “When We Worship the Lord” Key Word Cards and have children place their Student Scores under their chairs.
- Sing the entire song with Track 16 or piano accompaniment, referring to the key word cards during the verses.
- Rehearse any trouble spots, then remove several key word cards and sing the song once again. Repeat until the song is memorized.

Teaching Tips

- Remind children to sing smoothly with a connected, legato sound.
- Point out large interval jumps (e.g., *your God* in m. 13) and demonstrate singing an even-tone through the melodic line without emphasizing the low note.
- Display World Vowels Visuals and remind children to use tall vowels to help create a beautiful, unified sound. Invite children to identify specific words where this would be helpful. (e.g., *love, Lord, God, heart, soul, mind, are*)

Performance Tip

If children will be performing the sign language with the optional descant, arrange children in a way that allows descant singers to stand together. This way, when singing and signing two parts simultaneously, each group will appear as a unit.

Enrichment

Use the Chorus and sign language as a closing song at the end of rehearsal.

World Vowels Visuals

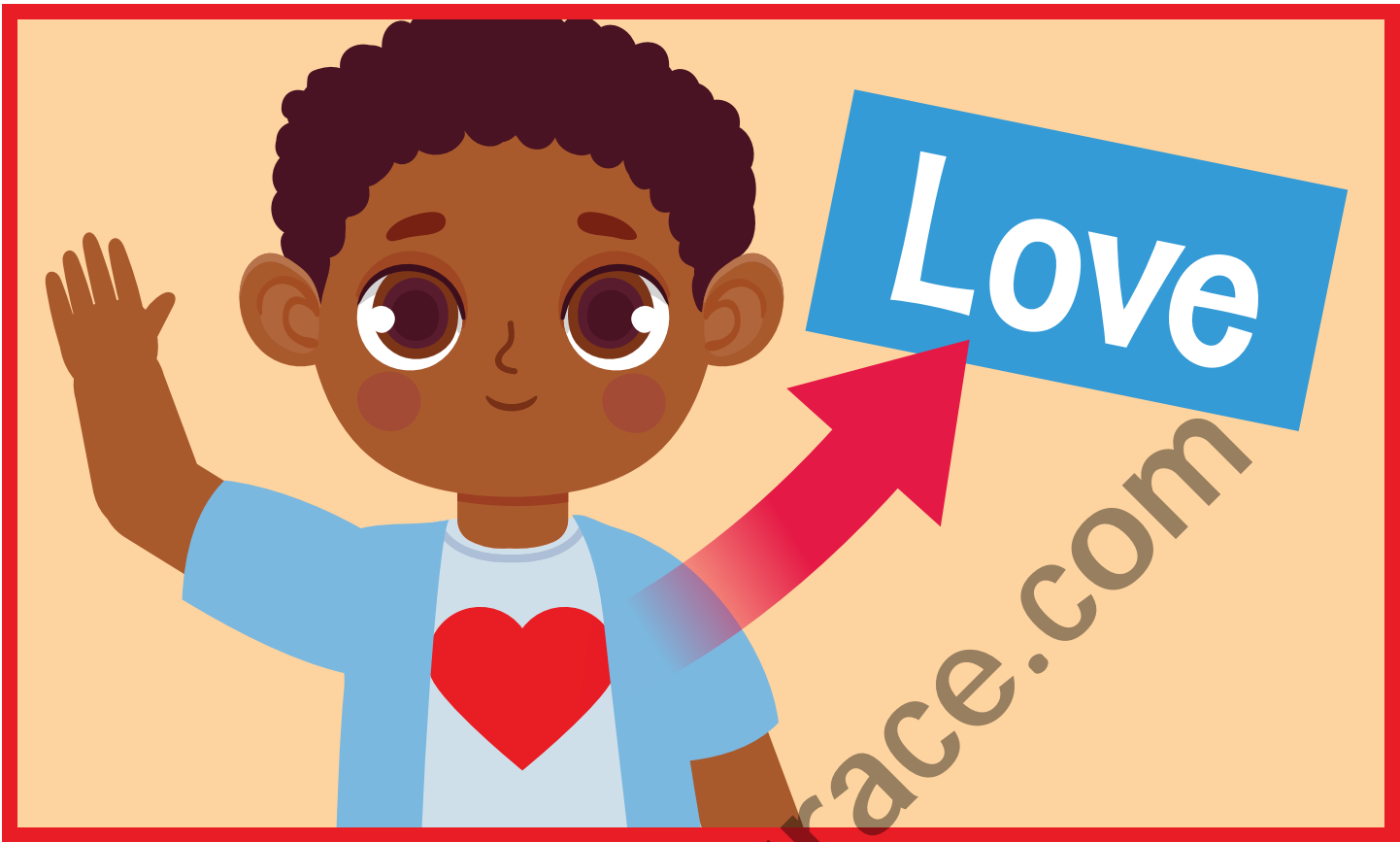




Hope



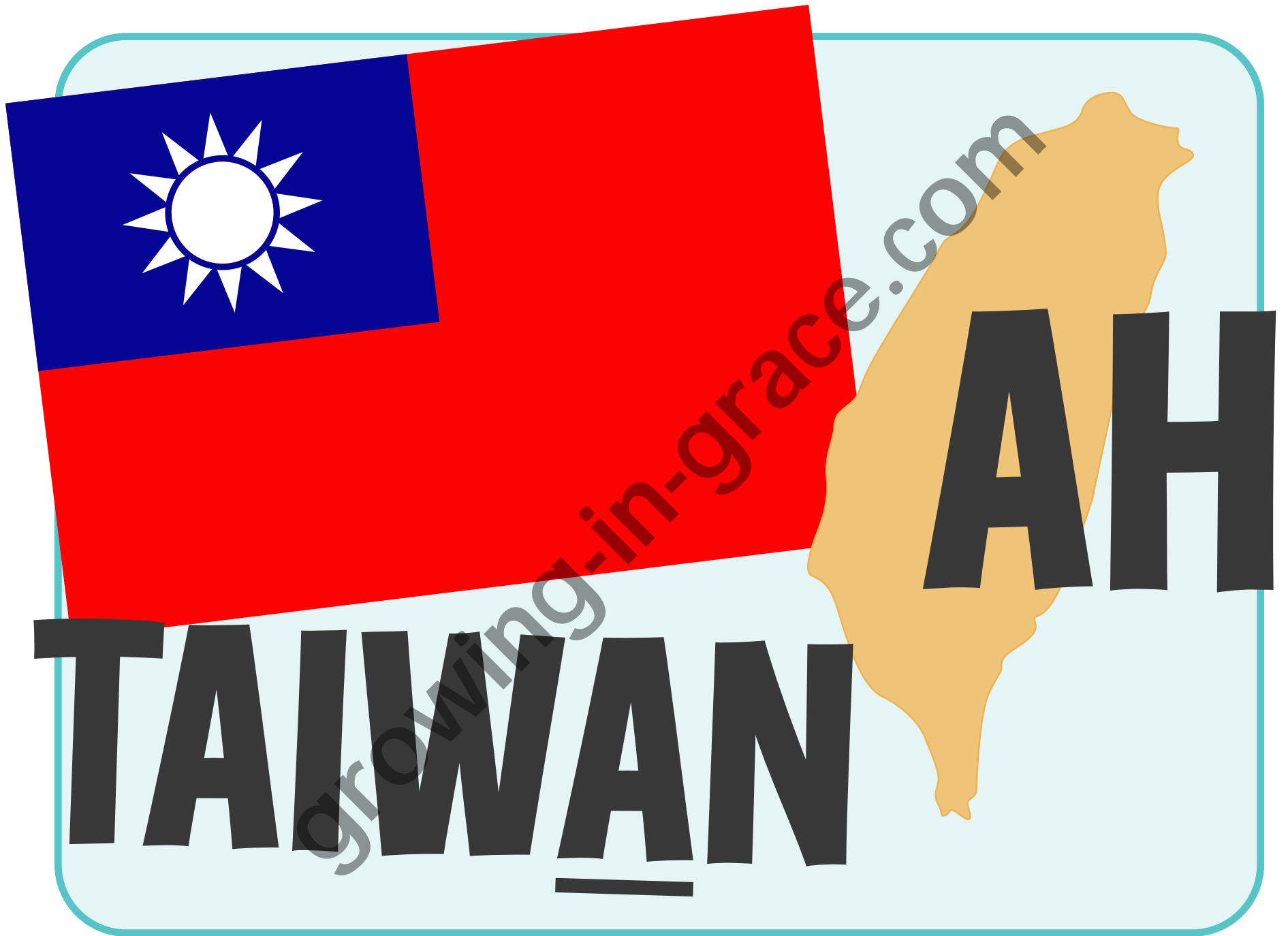
Faith



















"Funga Alafia" Energizer

1. Introduce the energizer, teach the refrain (mm. 4-7), and demonstrate the movements.

- Display "Funga Alafia" Energizer Visual.
- Tell children: "*Funga Alafia*" (foong-gah ah-lah-fee-ah) is a welcome dance and song that comes from West Africa. It is written in the Yoruba language and means, "we welcome you."
- Echo sing the refrain (mm. 4-7) in two-measure phrases while performing the movements. Repeat until children are confident.
 - **Funga alafia**—With palms face up, move hands from center of body out to the sides in a circular motion .
 - **ashay, ashay**—With arms extended from the previous movement, pull one arm in toward body, beckoning; repeat with other arm.
- Tell children they will sing the refrain at the beginning, and then after each set of spoken words and movements.
- Demonstrate and practice the words and movements for the spoken phrases. (NOTE: Perform each spoken phrase twice.)
 - **Pat the dog; rub the cat.**—Pretend to pat a dog, then rub a cat.
 - **Have a seat; kick up your feet.**—Pretend to sit down in a chair, then kick each leg up, one at a time.
 - **Get your food and eat it now.**—Pretend to dish food onto a plate, then eat it.
 - **Wash the dishes; put them away.**—Pretend to wash dishes, then put them away in the cupboard.
 - **Play a game. Who will win?**—Pretend to deal cards, then hold hands out to the sides with a questioning expression.
 - **Time to go. "Thank you!"**—Point to an imaginary watch on wrist, then shake hands with imaginary friend.
 - **"Bye!"**—Wave goodbye.

2. Perform the energizer.

- Lead children in performing the energizer with Demo 19. (NOTE: There is a four-measure introduction before the first refrain.)

Teaching Tip

Once children are secure with the spoken sections, lead children in performing the energizer with Track 20.

MATERIALS NEEDED

- Score
- Demo 19
- Track 20
- "Funga Alafia" Energizer Visual

PREPARATION

- Print and prepare visual.
- Become familiar with the energizer movements and sequence.

"Funga Alafia" Energizer Visual



“Funga Alafia” Energizer

Traditional West African Folk Song
Additional words by Debbie Rice

Happily (♩ = 110)

drum fill

4 *f*

Fun - ga__ a - la - fi - a, a - shay, _ a - shay, fun - ga__ a - la - fi - a, a - shay, _ a - shay.

8 *drum fill*

Pat the dog; _ rub the cat. _ Pat the dog; _ rub the cat. _

11

Fun - ga__ a - la - fi - a, a - shay, _ a - shay, fun - ga__ a - la - fi - a, a - shay, _ a - shay.

15 *drum fill*

Have a seat; _ kick up your feet. _ Have a seat; _ kick up your feet. _

18

Fun - ga__ a - la - fi - a, a - shay, _ a - shay, fun - ga__ a - la - fi - a, a - shay, _ a - shay.

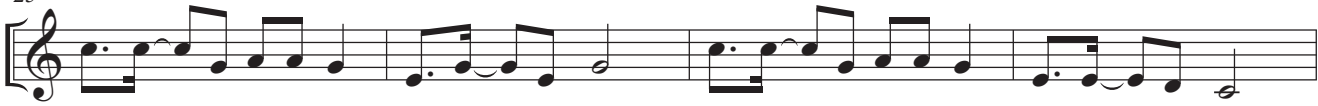
22 *drum fill*

Get your food _ and eat it now. _ Get your food _ and eat it now. _




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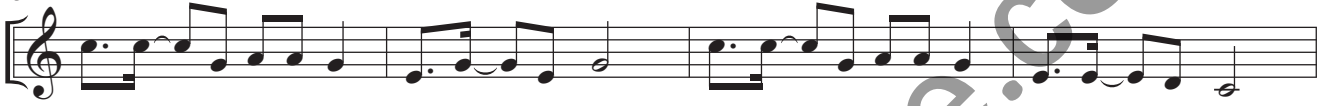
Fun - ga _ a - la - fi - a, a - shay, _ a - shay, fun - ga _ a - la - fi - a, a - shay, _ a - shay.

29



Wash the dish-es; put them a-way. Wash the dish-es; put them a-way.

32



Fun - ga _ a - la - fi - a, a - shay, _ a - shay, fun - ga _ a - la - fi - a, a - shay, _ a - shay.

36




Play a game. _ Who will win? _ Play a game. _ Who will win?

39



Fun - ga _ a - la - fi - a, a - shay, _ a - shay, fun - ga _ a - la - fi - a, a - shay, _ a - shay.

43



Time to go. _ "Thank you!" Time to go. _ "Thank you!"

46



Fun - ga _ a - la - fi - a, a - shay, _ a - shay, fun - ga _ a - la - fi - a, a - shay, _ a - shay. "Bye!"

“Funga Alafia” Energizer

Funga alafia, ashay, ashay,
funga alafia, ashay, ashay.

Perform each set of motions twice.

Pat the dog;
rub the cat.

Have a seat;
kick up your feet.

Get your food
and eat it now.

Wash the dishes;
put them away.

Play a game.
Who will win?

Time to go.
“Thank you!”



The Remarkable Robert Robinson

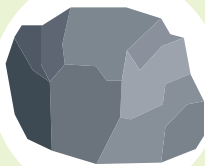
Read about Robert Robinson, a remarkable pastor. Then, circle only the items mentioned in the story.



St. Andrews Street Baptist Church



George Whitefield



England



Robert Robinson (1735-1790) was a pastor and hymnwriter from England. He was just a small boy when his father died. As a child, he had to work to earn money for his family. Though he sometimes got into trouble with his rowdy friends, Robert was very smart and loved to read books and study. When he decided to change his behavior, he attended a meeting where the well-known evangelist George Whitefield was speaking. The message had a strong impact on young Robert and led to his conversion and call to ministry. Robert wrote "Come, Thou Fount of Every Blessing" to share the joy of his new faith. He became a respected pastor and was known as a powerful speaker and writer. He became the pastor at St. Andrews Street Baptist Church in Cambridge. He also bought a farm in Chesterton where he raised cattle and sheep, and grew barley and wheat.

The phrase *Here I raise my Ebenezer* in Stanza 2 comes from 1 Samuel 7:12. *Ebenezer* is the Hebrew word for *Stone of Help*. When God helped His people win an important victory, Samuel set a stone in place to remind Israel that God had helped them.



Samuel



The Remarkable Robert Robinson

MATERIALS NEEDED

- The Remarkable Robert Robinson KIDPages
- Pencils
- Demo 37 (optional)

GUIDING CHILDREN

- Distribute KIDPages and pencils.
- Read the instructions on the KIDPage with the children.
- Allow time for children to read the KIDPage and circle the pictures mentioned in the story.
- Play Demo 37 while children work. (optional)

EXTENSION

- Ask children to think of how someone might tell a story about their lives, like this page tells the story of Robert Robinson's life. What would their story talk about? If there were pictures of things, what would they be? Invite children to turn over their KIDPage and draw some notable things in their lives so far.

The Remarkable Robert Robinson

Answers:

