

THE BEATITUDES

Blessings for a Joyful Journey



Preschool - Fall



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Blessings for a Joyful Journey*
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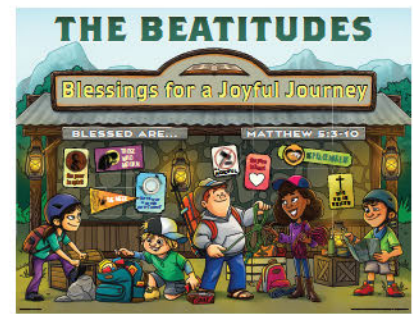
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Preschool FALL

Demonstration Recordings

1. "Glory to God," the Angels Sang - Words by Jeremy Russell, Music by Elizabeth Charles © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
3. God Cares for Me - Based on Matthew 5:3; Words and Music by Ruth Elaine Schram © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
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11. Our Mighty, Mighty God - Words and Music by Claire Russell © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
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17. The Joyful News of Christmas - Words by IsaBeall Hudson, Music by Anne Hood © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
19. Welcome, Jesus - Words and Music by Michelle Christensen and Tracey Craig McKibben; Arranged by Tracey Craig McKibben © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
21. What Was It Like? - Words by Terry D. Taylor, Music by Carol Huffman Dickerson © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
23. Adventure Energizer (Theme) - Created by Susan Eernisse, Music by Stephen Kummer © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
24. Blessed Chant (Theme) - Chant by Keith Watson, Music by Stephen Kummer © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
25. Elephants and Hummingbirds Activity - Music by Stephen Kummer © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
27. "Five Little Ladybugs" Activity - Words and Music by Angela Leonhardt © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
29. "Follow the Leader" Activity - Words and Music by Carol Huffman Dickerson © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
31. "Go 'Round the Mountain" Activity - Traditional, Arranged by Carol Huffman Dickerson © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
33. "Hey Betty Martin" Activity - Traditional © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
35. "It's Time to Say Hello" Activity - Words and Music by Elizabeth Charles © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
37. "The Leaves Are Falling" Activity - Unknown © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
39. Rhythm Stick Beats Activity - Music by Stephen Kummer © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
40. "So Long, Farewell, Goodbye" Activity - Words and Music Angela Leonhardt and Anne Hood © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
42. "The Wild Horseman" Activity - Music by Robert Schumann, Op. 68, No. 8 from "Album for the Young" © 2023 Celebrating Grace Music, a division of Celebrating Grace, Inc. All rights reserved.
43. Open My Eyes That I May See - Words and Music by Clara H. Scott, 1895, Tune: SCOTT
45. Rejoice, Ye Pure in Heart - Words by Edward H. Plumptre, 1865, alt; Tune: MARION, by Arthur H. Messiter, 1883
47. Silent Night, Holy Night - Words by Joseph Mohr, 1818, translated by John Freeman Young; Tune: STILLE NACHT, by Franz Grüber, 1818



Accompaniment Recordings

2. Glory to God the Angels Sang
4. God Cares for Me
6. God Will Love Us Just the Same
8. Jesus Loves Me
10. Joyful Journey (Theme)
12. Our Mighty, Mighty God
14. Sing to God with Thanksgiving
16. The BE List
18. The Joyful News of Christmas
20. Welcome, Jesus
22. What Was It Like?
25. Blessed Chant (Theme)
28. "Five Little Ladybugs" Activity
30. "Follow the Leader" Activity
32. "Go 'Round the Mountain" Activity
34. "Hey Betty Martin" Activity
36. "It's Time to Say Hello" Activity
38. "The Leaves Are Falling" Activity
41. "So Long, Farewell, Goodbye" Activity
44. Open My Eyes That I May See
46. Rejoice, Ye Pure in Heart
48. Silent Night, Holy Night

THEME MATERIALS

- "Joyful Journey"
 - Score, Student Score, Clarinet Part, and Guitar Chart
 - *The Beatitudes* Theme Poster
 - "Joyful Journey" Motions Video
- Blessed Chant Activity
 - Blessed Chant Chorus Visual
 - Blessed Chant Motions Video
- Blessed KIDPage

CURRICULUM SONGS

- "Glory to God, the Angels Sang"
- "God Cares for Me"
- "God Will Love Us Just the Same"
- "Jesus Loves Me"
- "Our Mighty, Mighty God"
- "Sing to God with Thanksgiving"
- "The BE List"
- "The Joyful News of Christmas"
- "Welcome, Jesus"
- "What Was It Like?"

HYMNS

- "Open My Eyes That I May See"
- "Rejoice, Ye Pure in Heart"
- "Silent Night, Holy Night"

KIDPAGES

- God Cares for Me
- Fast and Slow
- Jesus Loves Me
- Loud and Quiet
- Color the Fall Leaves
- Find the Scarecrow
- Fall Counting
- Trace the Falling Leaves
- The BE List
- Color the Pumpkins
- Worship God with a Song
- I Am Thankful For
- Silent Night
- Path to the Manger
- Finish the Christmas Patterns

ACTIVITIES

- Adventure Energizer
- "Doggie, Doggie Where's Your Bone?"
- Elephants and Hummingbirds
- "Five Little Ladybugs"
- "Follow the Leader"
- "Go 'Round the Mountain"
- How to Speak "Moo"
- Hymn Story Time: "Open My Eyes, That I May See"
- Hymn Story Time: "Rejoice, Ye Pure in Heart"
- Hymn Story Time: "Silent Night, Holy Night"
- "It's Time to Say 'Hello'"

- Rhythm Stick Beats
- Same and Different Movement
- "So Long, Farewell, Goodbye"
- "The Leaves Are Falling"

SONG TEACHING VISUALS—GENERAL USE

- Emotions Visual
- Five Voices Visuals
- Form Visuals

SONG TEACHING VISUALS—SONG-RELATED

"Glory to God, the Angels Sang"

- "Glory to God, the Angels Sang" Visual

"God Cares for Me"

- "God Cares for Me" Visuals

"God Will Love Us Just the Same"

- "God Will Love Us Just the Same" Melody Map

"Our Mighty, Mighty God"

- "Our Mighty, Mighty God" Visual

"Sing to God with Thanksgiving"

- "Sing to God with Thanksgiving" Bell Chart

"The BE List"

- "The BE List" Visual

"The Joyful News of Christmas"

- "The Joyful News of Christmas" Bell Chart

"Welcome, Jesus"

- "Welcome, Jesus" Visual

"What Was It Like?"

- "What Was It Like?" Visual

DEMONSTRATION VIDEOS

- Adventure Energizer Video
- "Glory to God, the Angels Sang" Motions Video
- God Cares for Me" Motions Video
- "Jesus Loves Me" Motions Video
- "Our Mighty, Mighty God" Motions Video
- "What Was It Like?" Motions Video
- Hymn Story Time: "Silent Night, Holy Night" Sign Language Video

Joyful Journey

Words and Music by
Terry D. Taylor

Joyfully, with a swing (♩ = 130) ♩ = ♩³

Clarinet in B \flat

mf

N.C. F Csus C

mf

5

f

A7/C# Dm2 Dm Dm/C B \flat 6

f

9

A

mf

mf

Come to the moun - tain-side.

Csus C F

mf

12

Come hear the words of truth Je - sus is speak - ing:

C A7/C Dm

15

words of truth to bless all who be - lieve.

Dm/C Bb6 Csus C

18

Come, learn the King - dom way. A joy - ful jour -

F C

ney of faith_ is now call - ing: call - ing us to choose.

A7/C# Dm Dm/C

the bless - ed life!

Bb6 Csus C C2 C

B

Je - sus said_ a bet - ter way_ of liv - ing can be found,

Dm Dm/C Gm7 Dm/G

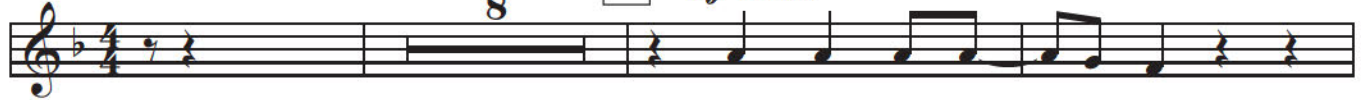
mp

Joyful Journey

Words and Music by
Terry D. Taylor

Joyfully, with a swing (♩ = 130) ♩ = ♩³

8 A *mf* Unison



Come to the moun - tain-side.

12



Come hear the words ___ of truth Je - sus is speak - ing:

15



words of truth to bless ___ all who be - lieve. ___

18




Come, learn the King - dom way. A joy - ful jour -

21



ney of faith _ is now call - ing: call - ing us to choose _

24 B *mp*



___ the bless - ed life! ___ Je - sus said _ a

28 *mf*



bet - ter way _ of liv - ing can be found, _ when we fol - low Him, _ and

Joyful Journey

Words and Music by
Terry D. Taylor

Joyfully, with a swing (♩ = 130) ♩ = ♩³♩

N.C. E B_{sus} B

mf

5 G[#]7/C C[#]m2 C[#]m C[#]m/B A 6

f

9 B_{sus} B **A** E B

mf

13 G[#]7/C C[#]m C[#]m/B A 6

17 B_{sus} B E B

21 G[#]7/C C[#]m C[#]m/B A 6

25 B_{sus} B B2 B **B** C[#]m C[#]m/B

mp

Joyful Journey

Words and Music by
Terry D. Taylor

Joyfully, with a swing (♩ = 130) ♩ = ♩³♩



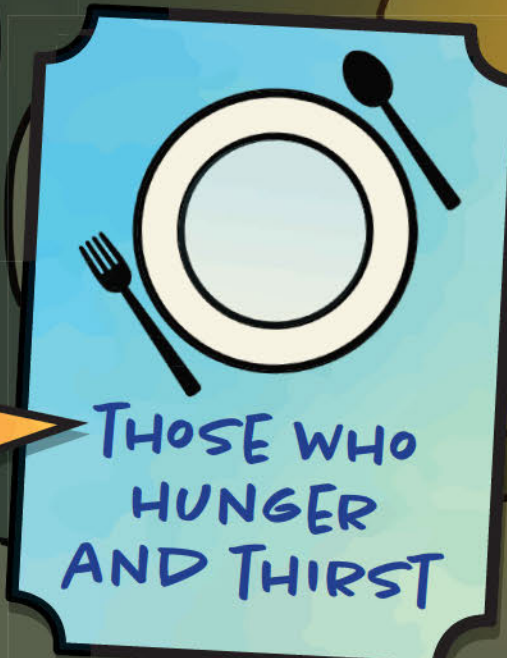
The musical score is written for Clarinet in B \flat in 4/4 time, key of D major. It consists of ten staves of music. The tempo is marked 'Joyfully, with a swing' at 130 beats per minute. The score includes dynamic markings such as *mf*, *f*, and *ff*. There are two main sections, A and B, with a 9-measure repeat of section A. The piece concludes with an 'Ending' section. A large 'Preview Only' watermark is overlaid diagonally across the score.

THE BEATITUDES

Blessings for a Joyful Journey

BLESSED ARE...

MATTHEW 5:3-10

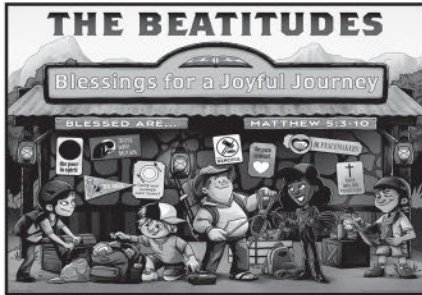


SONG TEACHING STEPS

"Joyful Journey"

1. Introduce the song and keep a steady beat.

- Display *The Beatitudes* Theme Poster.



- Ask students if they have ever been on a journey or a trip. Allow time for children to tell where they have gone and what they have done.
- Tell children they will be learning a song about a *joyful journey*.
- Play the beginning of Demo 9, and have children listen for where the journey is headed. (*the mountainside*)
- Play Demo 9, and lead children in steady beat motions as they listen. Change the placement of the steady beat throughout the song. (head, shoulders, knees, march in place, etc.)

2. Teach motions for the first part of Section A (mm. 10-17).

- Teach the following motions:
 - **Come to**—make a welcoming motion with right-arm
 - **the mountainside**—arms overhead in a mountain shape
 - **Come hear the words of truth**—make a welcoming motion with left arm ending with cupped hand by ear
 - **Jesus is**—third finger of each hand touches the opposite palms
 - **speaking**—pointer finger from chin outward
 - **Words of truth to**—place hands in front as if holding a Bible
 - **bless all who**—hands slightly above head
 - **believe**—hands crossed over heart

Teaching Tip

To view a demonstration of the motions, go to growing-in-grace.com/GodLovesTheWorldMotionsVideo.

- Play Demo 9, and lead children in the motions.

3. Teach motions for the second part of Section A (mm. 18-25).

- Teach the following motions:

MATERIALS NEEDED

- Score
- Student Score
- Demo 9
- Track 10
- *The Beatitudes* Theme Poster
- Five Voices Visuals (General)
- Form Visuals (General)
- "Joyful Journey" Motions Video

PREPARATION

- Print and prepare visuals.
- Watch the demonstration video to become familiar with the motions.

- **Come learn the Kingdom way**—make a welcoming motion with right arm ending with finger pointing to head
- **a joyful journey of faith**—with palms facing each other, move hands in a meandering path
- **is now calling, calling us to**—hands to mouth as if shouting
- **choose the blessed**—hands slightly above head
- **life**—with hands in fists and thumbs pointing up bring hands upward from waist
- Play Demo 9, and lead children in the new motions.
- Review the motions from Step 2.
- Play Demo 9, and lead children in all the Section A motions.

4. Teach the Section A melody (mm. 10-25).

- Review the Section A motions.
- Play Demo 9, and perform the motions.
- Display the Five Voices Visuals.
- Point to the Whisper Visual, and have children echo whisper the Section A words with the motions.
- Point to the Speaking Visual, and have children echo speak the Section A words with the motions.
- Point to the Shouting Visual. Ask students why we would not use this voice inside. Ask students where we would use this voice. (outside)
- Point to the Singing Visual, and have children echo sing the Section A words with the motions.
- Point to the Thinking Visual. Play Demo 9, and have children *think* the Section A words with the motions.
- Point to the Singing Visual, and have the children sing Section A one more time with Demo 9.

5. Teach Section B (mm. 27-33). (optional)

Option

For younger preschoolers, sing and do motions for Section A only. Have children pat the beat on their legs during the B Section.

- Play Demo 9. Sing along and perform the motions each time Section A occurs.
- Ask children what new words they heard in the song. Allow time for children to give their answers.
- Ask children who we are supposed to follow. (Jesus)
- Echo sing measures 27-29.
- Echo sing measures 30-34.
- Echo sing measures 27-34.
- Ask children why the song says we turn what's wrong upside down.

Five Voices Visuals





Shouting Voice

Singing Voice



Speaking Voice





**Thinking
Voice**

Sing to God with Thanksgiving

with Bells

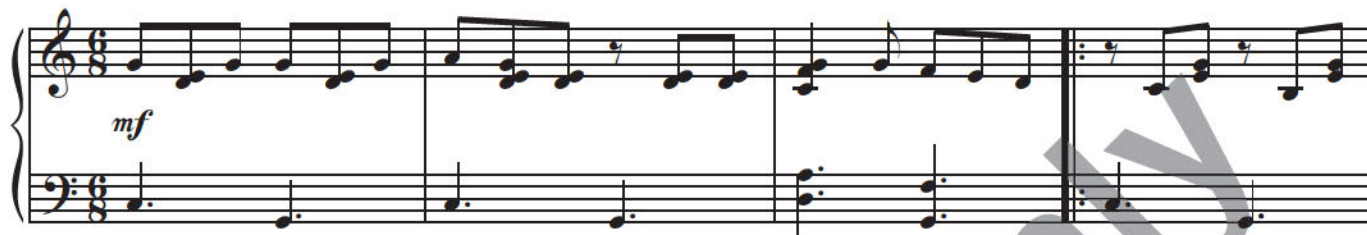
Words by
Milton LeDoux

Music by
Joanne LeDoux

Bells used: 8



Happily (♩ = 72)



5



Sing to God with thanks-

9



giving. Wor - ship God with a song. Clap your hands and

Hand Claps

13 *opt. G Bell*

ring the bells. Praise Him all the day long. Sing to God with thanks -

17 *Hand Claps*

giv-ing. Wor - ship God with a song. Clap your hands and

21 *opt. G Bell*

ring the bells. Praise Him all the day long.

25 *Bells*

Bells

29

Musical notation for measures 29-32. The system includes a vocal line and a piano accompaniment with treble and bass staves. The piano part features a steady eighth-note accompaniment in the right hand and a bass line in the left hand.

33

Musical notation for measures 33-36. The system includes a vocal line and a piano accompaniment with treble and bass staves. The piano part continues with the eighth-note accompaniment.

37

Musical notation for measures 37-40. The system includes a vocal line and a piano accompaniment with treble and bass staves. The piano part continues with the eighth-note accompaniment.

41

Musical notation for measures 41-44. The system includes a vocal line and a piano accompaniment with treble and bass staves. The piano part continues with the eighth-note accompaniment. A first ending bracket is present above the vocal line, labeled "1 (to meas. 4)" and "2".

Sing to God with Thanksgiving

with Bells

Words by
Milton LeDoux

Music by
Joanne LeDoux

Happily (♩ = 72)

3 4 *mf*

Sing to God with thanks - giv-ing.

10

Hand Claps *opt. G Bell*

Wor - ship God with a song. Clap your hands and ring the bells.

14

Praise Him all the day long. Sing to God with thanks - giv-ing.

18

Hand Claps *opt. G Bell*

Wor - ship God with a song. Clap your hands and ring the bells.

22

19

1 (to meas. 4) 2

Praise Him all the day long.

Bells
(Desk Bells,
Resonator Bells, Boomwhackers®
Handbells, or Handchimes)

Sing to God with Thanksgiving

Demo 13
Track 14

with Bells

Words by
Milton LeDoux

Bells used: 8

Music by
Joanne LeDoux

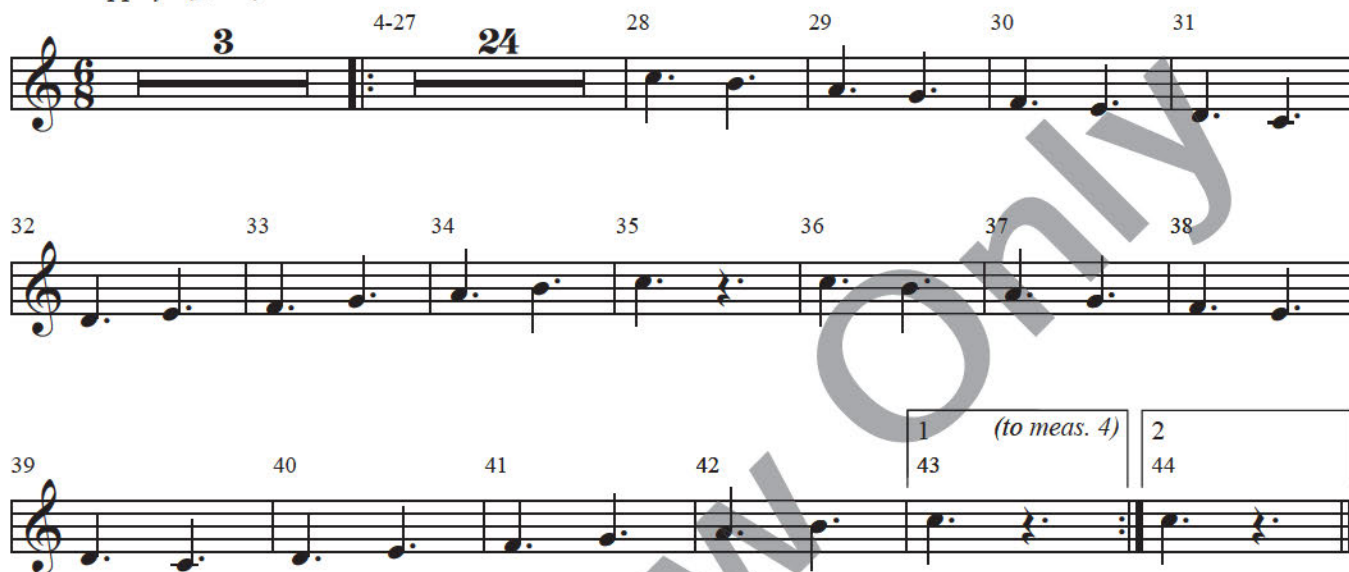


Happily (♩ = 72)

3 4-27 24 28 29 30 31

32 33 34 35 36 37 38

39 40 41 42 1 (to meas. 4) 2
43 44



Preview Only

SONG TEACHING STEPS

"Sing to God with Thanksgiving"

1. Move and clap to introduce the song.

- Play Demo 13. Sway side to side while listening and encourage children to imitate you.
- Ask children if they heard a part where there were no words.
- Tell children they are going to play a clapping game. In this game, they will echo what you clap.
- Clap a two-measure pattern using simple patterns. Encourage children to copy what you just clapped. Repeat this several times to ensure children understand the idea of echoing you.

Option

If your preschoolers are older you could incorporate more than one type of body percussion. For example, you could perform a clap/pat pattern or a clap/stomp pattern. Snapping is very difficult for preschoolers.

- Play Demo 13. Sway side to side while listening, and encourage children to imitate you. During measures 24-43, play the echo-clapping game.

2. Teach the singing section (mm. 8-23).

- Review the echo-clapping game. You may do this with or without Demo 13.
- Sing measures 8-15 or play Demo 13, and ask children to place their hand on their head every time they hear the word *God*.
- Have children copy you as you demonstrate clapping on *clap your hands* and demonstrate a ringing motion on *ring the bells*.
- Sing measures 8-15 or play Demo 13. Ask children to place their hand on their heads every time they hear the word *God* AND perform the clapping and ringing motions.

Option

If children in your choir will be playing the bells, demonstrate playing the G bell on *ring the bells*, and have them begin practicing. If older children, youth, or adults will be playing the bell part, have children continue make a ringing motion.

- Demonstrate playing a G bell or boomwhacker on *ring the bells*.
- Echo sing two-measure phrases from measure 8 to measure 15.

MATERIALS NEEDED

- Score
- Student Score
- Demo 13
- Track 14
- "Sing to God with Thanksgiving" Bell Chart
- Step bells
- C, D, E, F, G, A, B, and high C Boomwhackers®, desk bells, resonator bells, handchimes, or handbells (C5-C6) Optional G6 in mm.13 and 21

PREPARATION

- Print and prepare visuals.
- Secure older children, youth, or adults to play the bell part, if desired.

- Play Demo 13, and sing through measure 15.
- Echo sing two-measure phrases from measure 16-23.
- Ask children which phrases were the same and which were different from measures 8-15. (first three phrases were the same, last phrase was different)
- Echo sing measures 14-15 and 22-23 and point out the difference in the melodic movement by moving your hands to match the melody.
- Play Demo 13 through measure 23 and encourage children to sing along, adding the clapping and ringing motions.

3. Explore the ringing section (mm. 28-43).

- Display the “Sing to God with Thanksgiving” Bell Chart.



- Ask children what they notice about the direction of the pictures. (They move down, then move up.)
- Demonstrate the downward and upward pattern on the step bells. Have children move their bodies incrementally downward and upward to match the step bells. (Children may be creative in how they move.)
- Play Demo 13, and have children sing along. During measures 28-43, have children move their bodies downward and upward to match the playing of the bells.
- Ask children how many times they moved downward (eight) and upward (seven). Ask children how many times this pattern occurred. (twice each time)

4. Teach the bell part (mm. 28-43).

- Review downward and upward body motions children performed during the ringing section in measures 28-43.
- Display the “Sing to God with Thanksgiving” Bell Chart.
- Point out that different bells will play for each time they move downward and upward.
- Select eight students to play the bells or boomwhackers. (NOTE: Line children up in the same order as the bell chart.)
- Practice playing the bells or boomwhackers, pointing to the bell chart. Those not playing instruments should continue to move downward and upward.
- Rotate students through the bell part until all have had a turn to play.
- Play Track 14, or use piano accompaniment, and encourage children to sing and play the bell part when it occurs. Pause the track at the repeat and have new students play the bells, if needed.

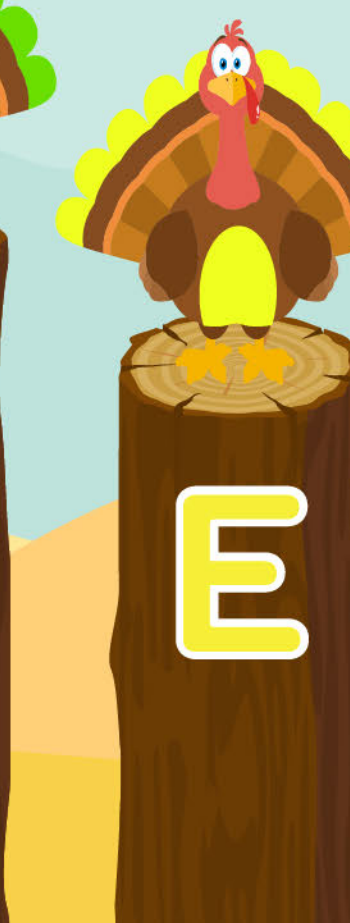
5. Review and polish.

- Invite older children, youth, or adult bell ringers to rehearse the song with the children, if using.
- Distribute bells to bell ringers.

"SING TO GOD WITH THANKSGIVING"

BELL CHART

Measures 28-35; 36-43/44



What Was It Like?

with opt. Flute

Words by
Terry D. Taylor

Music by
Carol Huffman Dickerson

Lyrical (♩ = 47)

Flute
mp

mp

5 **A** *mp*
What was it like on that night in - side the cat - tle

8
shed? What was it like on that night a -

B

11

Musical score for measures 11-13. The score consists of three staves: a vocal line, a piano accompaniment line, and a grand staff. The key signature is two sharps (F# and C#). The vocal line starts with a melodic phrase and includes the lyrics "round the man - ger bed? Was it qui - et?". The piano accompaniment provides harmonic support. Dynamic markings include *p* (piano) in the vocal line and *p* in the piano accompaniment.

round the man - ger bed? Was it qui - et?

14

Musical score for measures 14-16. The score consists of three staves: a vocal line, a piano accompaniment line, and a grand staff. The key signature is two sharps (F# and C#). The vocal line continues with the lyrics "Was it loud? Were they a - lone? Was there a crowd?". The piano accompaniment continues. Dynamic markings include *f* (forte) and *mf* (mezzo-forte) in both the vocal and piano parts.

Was it loud? Were they a - lone? Was there a crowd?

17

Musical score for measures 17-19. The score consists of three staves: a vocal line, a piano accompaniment line, and a grand staff. The key signature is two sharps (F# and C#). The vocal line concludes with the lyrics "Did peo - ple help? Did Ma - ry smile at heav - en's Ho - ly". The piano accompaniment concludes. Dynamic markings include *f* (forte) and *mf* (mezzo-forte) in both the vocal and piano parts.

Did peo - ple help? Did Ma - ry smile at heav - en's Ho - ly

What Was It Like?

with opt. Flute

Words by
Terry D. Taylor

Music by
Carol Huffman Dickerson

Lyricaly (♩. = 47) A

4 *mp*

What was it like on that night in - side the cat - tle

8

shed? What was it like on that night a - round the man - ger bed?

13 B *p* *f* *mf*

Was it qui-et? Was it loud? Were they a - lone? Was there a crowd?

17

Did peo - ple help? Did Ma - ry smile at heav - en's Ho - ly Child?

21 A *mp*

What was it like on that night in - side the cat - tle

25 *rit.*

shed? What was it like on that night a - round the man - ger bed?

SONG TEACHING STEPS

"What Was It Like?"

1. Teach Section A (mm. 5-12) and motions.

- Ask children what they think it would have been like to have been in the stable the night Jesus was born. Allow time for discussion.
- Display the "What Was It Like?" Visual.
- Ask children if they see any pictures that repeat.
- Listen to Demo 21 and point to the visual.
- Ask children what phrase was repeated. (*What was it like on that night.*)
- Teach the following motions:
 - **What was it like**—point to head; lean head slightly
 - **on that night**—with palms facing downward and fingers curved, place one hand over the other
 - **inside the cattle shed**—make an inverted V overhead
 - **around the manger bed**—hands together, palms up

Teaching Tip

To view a demonstration of the motions, go to growing-in-grace.com/whatwasitlikemotionsvideo

- Play Demo 21 through Section A and encourage children to do the motions with you.
- Echo sing measures 5-8 with motions.
- Echo sing measures 9-12 with motions.
- Play Demo 21, and sing with the motions. During Section B have children sway side-to-side as they listen.

2. Teach Section B (mm 13-20) and motions.

- Review Section A with motions.
- Listen to Demo 21 and point to the visual.
- Review the discussion of would it might have been like in the stable the night Jesus was born.
- Teach the following motions:
 - **Was it quiet?**—shh sign
 - **Was it loud?**—hands around mouth
 - **Were they alone?**—hands perpendicular to floor, close together
 - **Was there a crowd?**—move hands apart
 - **Did people help?**—arms out, palms up, as in serving

MATERIALS NEEDED

- Score
- Student Score
- Demo 21
- Track 22
- "What Was It Like?" Visual
- What Was It Like Motions Video
- Emotions Visual (General) (Optional)

PREPARATION

- Print and prepare visuals.
- Watch the demonstration video to become familiar with the motions.

"What Was It Like?" Visual



- **Did Mary smile?**—pointer fingers at sides of mouth
- **at heaven's Holy Child**—rock a pretend baby
- Play Demo 21, and encourage children to do all the motions with you.
- Echo sing measures 13-16 with motions.
- Echo sing measures 17-20 with motions.
- Sing Section B with Demo 21.
- Play Demo 21, and sing the entire song with motions.

Option

Consider asking children for their ideas and suggestions for motions for Section B. This gives children “choice and voice” while also encouraging creativity.

3. Practice the song.

- Review motions for A and B sections.
- Display “What Was It Like?” Visual
- Sing song with Track 22 or piano accompaniment.
- Repeat, without the visual, to check word memory. Work on any trouble spots.
- Sing again with Track 22 or piano accompaniment. Encourage children to sing with expression.

4. Review and polish.

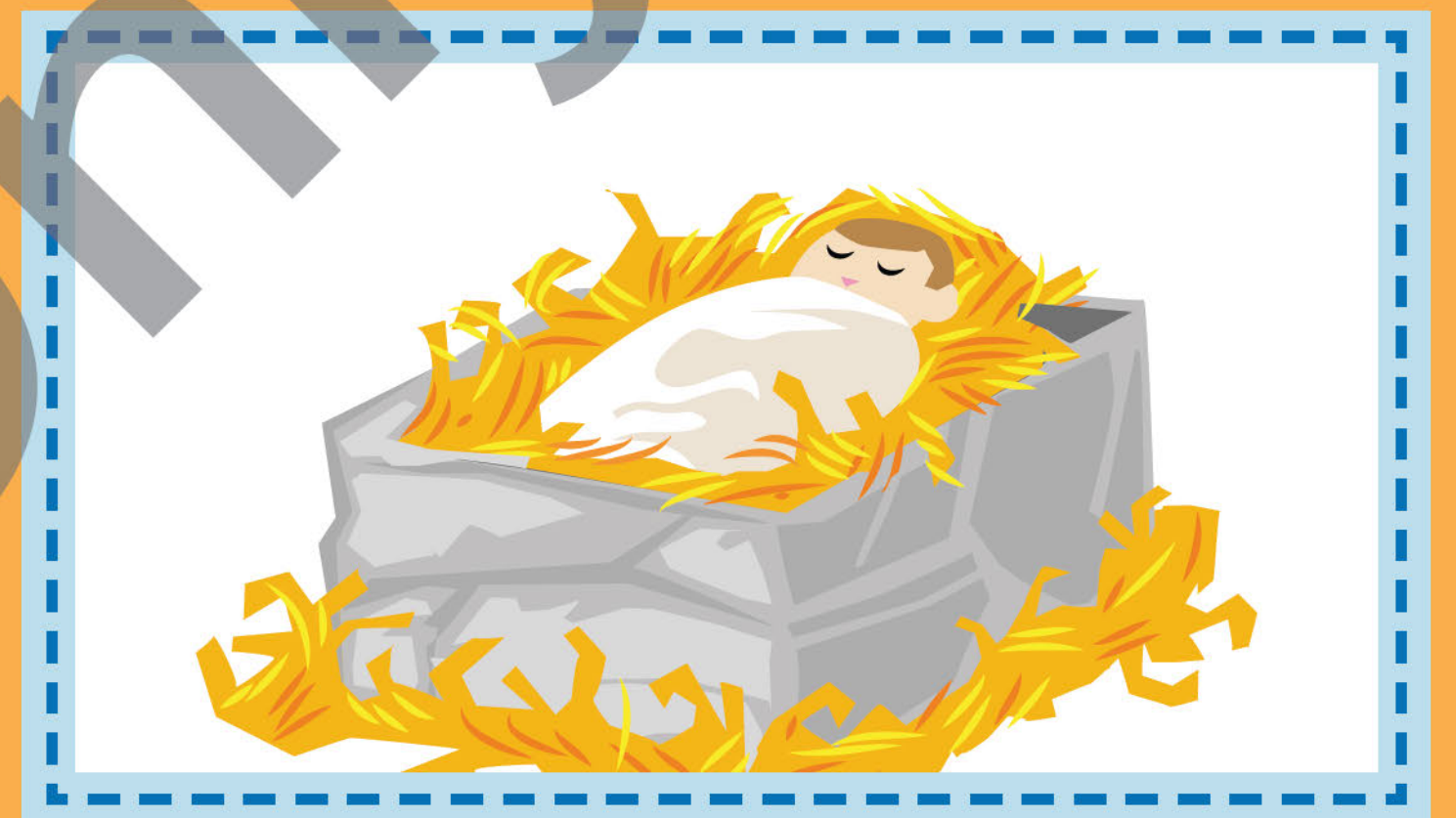
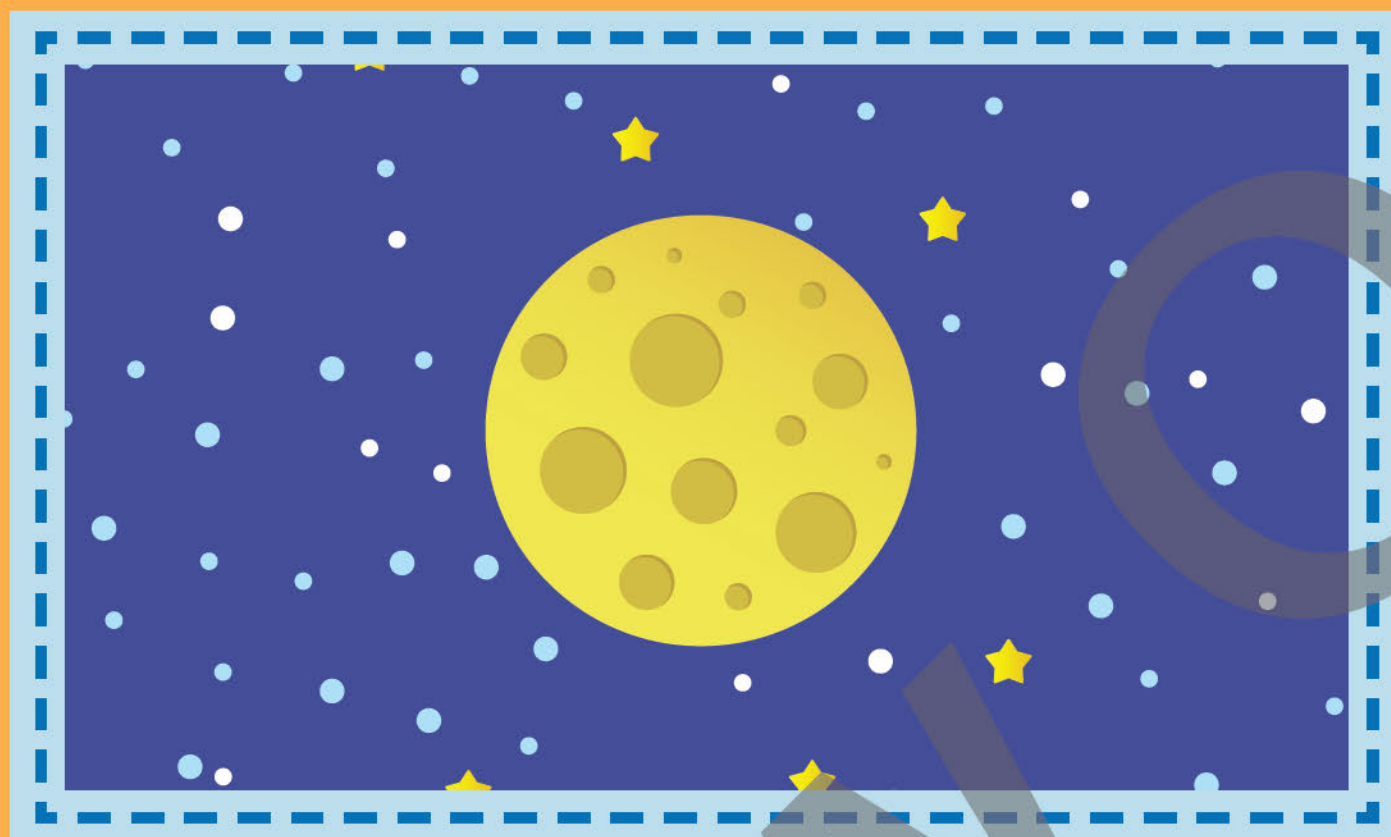
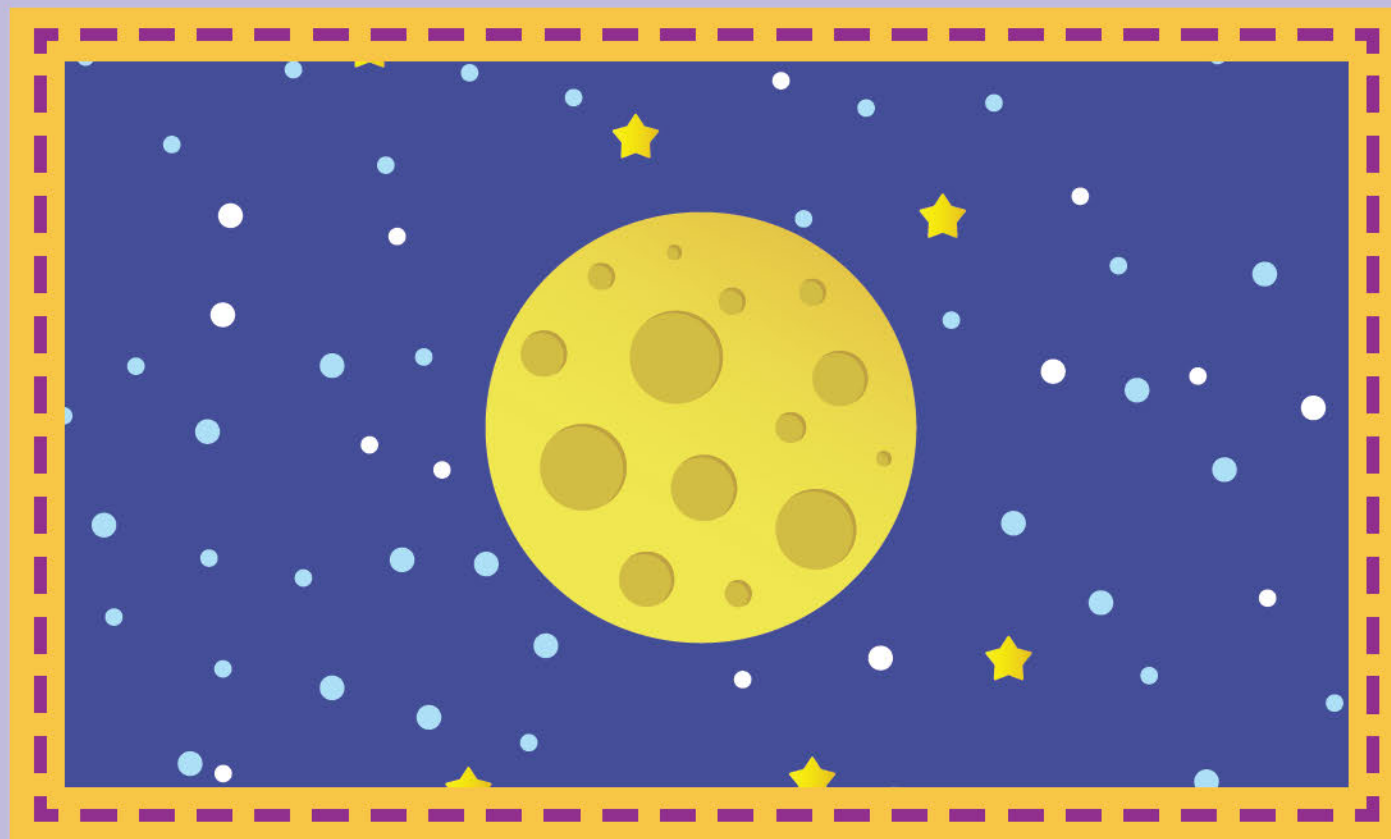
- Review words and motions.
- Sing with Track 22 or piano accompaniment.
- Work on any trouble spots.
- Sing again, reminding children to sing with expression.

Extension

Display the Emotions Visual. Ask children what feelings they might have had if they had been in the stable the night Jesus was born.

Emotions Visual





Emotions



happy



sad



angry



scared



shy



tired

"Five Little Ladybugs"

1. Listen to the song.

- Play Demo 27, and have children hold up their fingers as they count down.
- Ask children how many ladybugs the song started with and how many it ended with. (five, none)
- Play Demo 27, and have children listen for how each ladybug leaves. (walk, run, crawl, skip, jump)
- Play Demo 27, and have children practice (in place) their walking, running, crawling, skipping, and jumping.

2. Teach the song.

- Display "Five Little Ladybugs" Visuals.
- Play Demo 27, and have children hold up their counting fingers as they review the song.
- Echo sing each phrase of the song, pointing to the visuals.
- Sing with Demo 27, performing the leaving actions in place.

3. Pat the steady beat.

- Tell children they will pat the steady beat with the *Ladybug* song.
- Model using *spider fingers* on your lap to pat the steady beat.
- Play Demo 27, invite children to join you in patting the steady beat on their laps with their *spider fingers*.
- Distribute *Beat Buddies*, and repeat patting the steady beat with or without Demo 27.

Teaching Tips

- Cup hands and touch fingertips to lap for *spider fingers*.
- *Beat Buddies!* Small, stuffed animals, finger puppets, or Beanie Babies® work well. Children keep the steady beat by tapping their *Beat Buddie* on their arm, leg, head, floor, etc. With each repetition of the song, have children pass their *Beat Buddie* to the next person, allowing each child to hold lots of different *Beat Buddies* and remain engaged in the activity.

4. Act out the song.

- Have children sit on the floor.
- Play Demo 27 or Track 28 to review the song and how each ladybug moves away.

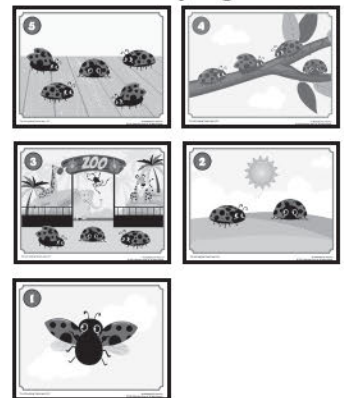
MATERIALS NEEDED

- Score (pages 3-5 of these Teaching Steps)
- Student Score (page 6 of these Teaching Steps)
- Demo 27
- Track 28
- "Five Little Ladybugs" Visuals
- *Beat Buddies*, one per child (small stuffed animals or finger puppets)
- Bass xylophone (optional)

PREPARATION

- Print and prepare visuals.

"Five Little Ladybugs" Visuals



5

Only

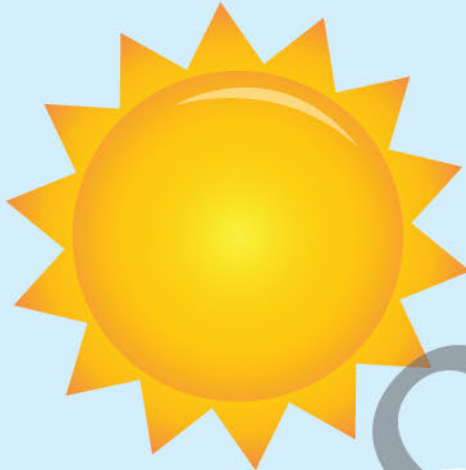


4





2



Preview Only



Hymn Story Time: "Rejoice, Ye Pure in Heart"

1. Tell the Story.

- Have children gather around as you tell the following hymn story:
Once there was a man name Edward Plumptre. He was born in London, England in 1865. Edward's father was a lawyer. When Edward went to college, he loved math and did well in his math classes, but he also liked Bible and preaching classes. After college, he became a preacher and a teacher at the college. He also preached all around England.
Edward wrote the poem "Rejoice, Ye Pure in Heart" as a processional for a choral festival. A processional is like a parade. At the beginning of the festival, the people would walk in singing this song. The song says, "your glorious banner, wave on high." Do you think they waved banners as they walked into the festival? This song became one of Edward's most popular hymns.

2. Listen to the hymn.

- Play Demo 45. Invite children to place their hands on their heads whenever they hear the word *rejoice*.
- Have children hold hymnals open to "Rejoice, Ye Pure in Heart" as they listen. (optional)
- Ask the children how many times they heard the word *rejoice*. (five)
- Echo sing the the two phrases of the Chorus.
- Teach the following motions for the Chorus:
 - **Rejoice, rejoice**—touch head
 - **re**—touch head
 - **joice**—touch shoulder
 - **give thanks**—touch waist (no motion for the second note on *give*)
 - **and** - touch knees
 - **sing** - touch toes
- Play Demo 45, and have children sing the Chorus with the motions.

3. Review the story.

- Ask children the following questions to review the story:
 - Who is the hymn story about? (Edward Plumptre)
 - What subject in school did Edward like? (math)
 - When he grew up, what two jobs did Edward have? (preacher and teacher)

MATERIALS NEEDED

- Score
- Student Score
- Demo 45
- Track 46
- Rejoice Bell Chart
- Rejoice Banner Activity Page, one per child
- Crayons, scissors, craft or paint sticks
- Step bells, C desk bell, hand chime, Boomwhacker®, or soprano Orff instruments

PREPARATION

- Print and prepare visual.
- Print Activity Pages.

◦ What is a processional like? (a parade)

4. Play bells.

- Display the Rejoice Bell Chart and step bells or other bell instruments.
- Demonstrate playing the pattern (C–C—, C–C—) and ask children which words from the hymn match those notes. (*Rejoice, Rejoice*)
- Give each child a turn to play the pattern on the step bells as the rest of the group sings the Chorus with the motions.

5. Create a Rejoice Banner.

- Ask children what makes them rejoice or what brings them joy. (hugs, moms, dads, puppies, ice cream)
- Distribute Rejoice Banner Activity Pages and crayons and scissors. Invite children to draw something that makes them rejoice on their banners
- Assist children, if needed, in cutting the banner out and attaching it to a craft or paint stick.
- Allow children to share about what they drew on their banners.
- Create a processional by marching around the room with their Rejoice Banners while playing Demo 45 or Track 46.

Rejoice Bell Chart



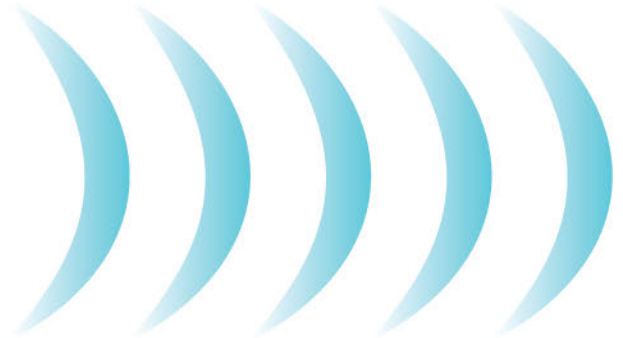
Rejoice Banner Activity Page



Preview Only



Re-joyice _____



Re-joyice _____

The BE List

MATERIALS NEEDED

- The BE List KIDPages
- Crayons
- Demo 15 (optional)

GUIDING CHILDREN

- Identify with children:
 - 1. Children being friendly
 - 2. Children being loving
 - 3. Children being helpful
 - 4. Children being patient
- Distribute crayons and have children color the numbers. Then, guide children to follow the directions at the top:
 - Draw a circle around children being friendly.
 - Draw a square around children being loving.
 - Draw a triangle around children being helpful.
 - Draw a rectangle around children being patient.

OPTION

- Play Demo 15 (“The BE List”) as children work.

Answers:



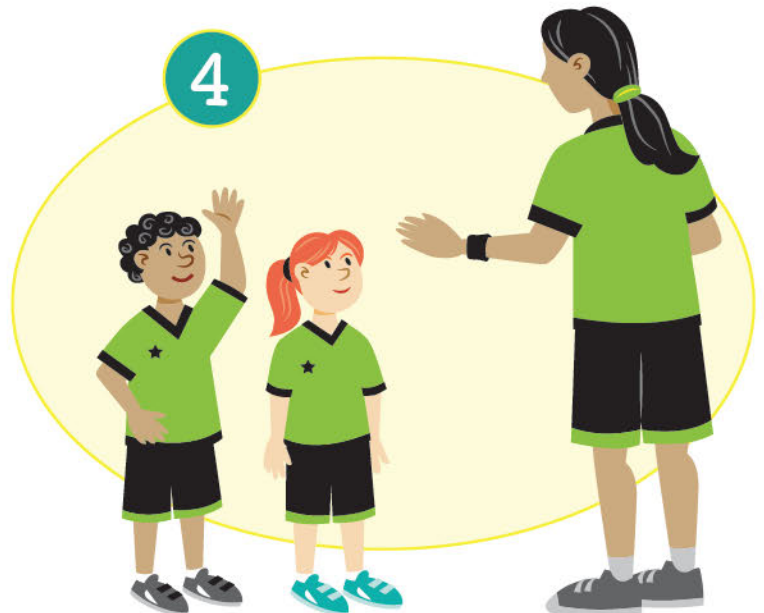
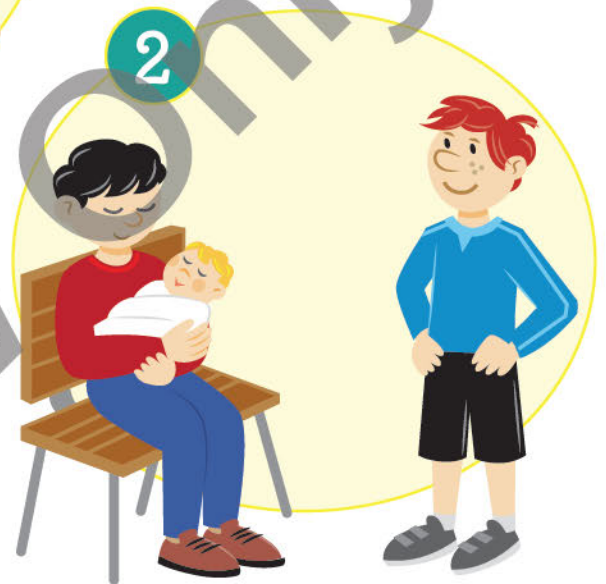
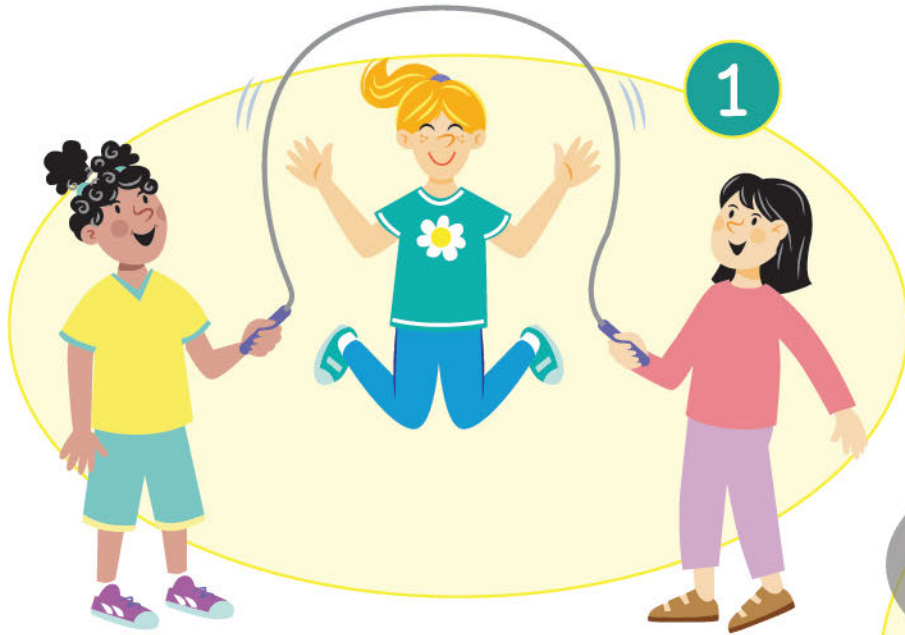
The BE List

Draw a ○ around children being friendly.

Draw a □ around children being loving.

Draw a ▭ around children being helpful.

Draw a △ around children being patient.



What Was It Like?

with opt. Flute

Words by
Terry D. Taylor

Music by
Carol Huffman Dickerson

Lyrical (♩ = 47)

Flute
mp

mp

5 **A** *mp*
What was it like on that night in side the cat - tle

8
shed? What was it like on that night a -

B

11

Musical score for measures 11-13. The system includes a vocal line, a piano accompaniment, and lyrics. The key signature has two sharps (F# and C#). Measure 11 features a melodic line with a slur over the final two notes. Measure 12 has a piano (*p*) dynamic marking. Measure 13 has a piano (*p*) dynamic marking. The lyrics are: "round the man - ger bed? Was it qui - et?"

round the man - ger bed? Was it qui - et?

14

Musical score for measures 14-16. The system includes a vocal line, a piano accompaniment, and lyrics. The key signature has two sharps (F# and C#). Measure 14 has a mezzo-forte (*mf*) dynamic marking. Measure 15 has a forte (*f*) dynamic marking. Measure 16 has a mezzo-forte (*mf*) dynamic marking. The lyrics are: "Was it loud? Were they a - lone? Was there a crowd?"

Was it loud? Were they a - lone? Was there a crowd?

17

Musical score for measures 17-19. The system includes a vocal line, a piano accompaniment, and lyrics. The key signature has two sharps (F# and C#). Measure 17 has a mezzo-forte (*mf*) dynamic marking. Measure 18 has a mezzo-forte (*mf*) dynamic marking. Measure 19 has a mezzo-forte (*mf*) dynamic marking. The lyrics are: "Did peo - ple help? Did Ma - ry smile at heav - en's Ho - ly"

Did peo - ple help? Did Ma - ry smile at heav - en's Ho - ly

What Was It Like?

with opt. Flute

Words by
Terry D. Taylor

Music by
Carol Huffman Dickerson

Lyricaly (♩ = 47) A

mp

What was it like on that night in - side the cat - tle

8

shed? What was it like on that night a - round the man - ger bed?

13 B

p *f* *mf*

Was it qui-et? Was it loud? Were they a - lone? Was there a crowd?

17

Did peo - ple help? Did Ma - ry smile at heav - en's Ho - ly Child?

21 A

mp

What was it like on that night in - side the cat - tle

25 *rit.*

shed? What was it like on that night a - round the man - ger bed?

SONG TEACHING STEPS

“What Was It Like?”

1. Teach Section A (mm. 5-12) and motions.

- Ask children what they think it would have been like to have been in the stable the night Jesus was born. Allow time for discussion.
- Display the “What Was It Like?” Visual.
- Ask children if they see any pictures that repeat.
- Listen to Demo 21 and point to the visual.
- Ask children what phrase was repeated. (*What was it like on that night.*)
- Teach the following motions:
 - **What was it like**—point to head; lean head slightly
 - **on that night**—with palms facing downward and fingers curved, place one hand over the other
 - **inside the cattle shed**—make an inverted V overhead
 - **around the manger bed**—hands together, palms up

Teaching Tip

To view a demonstration of the motions, go to growing-in-grace.com/whatwasitlikemotionsvideo

- Play Demo 21 through Section A and encourage children to do the motions with you.
- Echo sing measures 5-8 with motions.
- Echo sing measures 9-12 with motions.
- Play Demo 21, and sing with the motions. During Section B have children sway side-to-side as they listen.

2. Teach Section B (mm 13-20) and motions.

- Review Section A with motions.
- Listen to Demo 21 and point to the visual.
- Review the discussion of would it might have been like in the stable the night Jesus was born.
- Teach the following motions:
 - **Was it quiet?**—shh sign
 - **Was it loud?**—hands around mouth
 - **Were they alone?**—hands perpendicular to floor, close together
 - **Was there a crowd?**—move hands apart
 - **Did people help?**—arms out, palms up, as in serving

MATERIALS NEEDED

- Score
- Student Score
- Demo 21
- Track 22
- “What Was It Like?” Visual
- What Was It Like Motions Video
- Emotions Visual (General) (Optional)

PREPARATION

- Print and prepare visuals.
- Watch the demonstration video to become familiar with the motions.

“What Was It Like?” Visual



- **Did Mary smile?**—pointer fingers at sides of mouth
- **at heaven's Holy Child**—rock a pretend baby
- Play Demo 21, and encourage children to do all the motions with you.
- Echo sing measures 13-16 with motions.
- Echo sing measures 17-20 with motions.
- Sing Section B with Demo 21.
- Play Demo 21, and sing the entire song with motions.

Option

Consider asking children for their ideas and suggestions for motions for Section B. This gives children “choice and voice” while also encouraging creativity.

3. Practice the song.

- Review motions for A and B sections.
- Display “What Was It Like?” Visual
- Sing song with Track 22 or piano accompaniment.
- Repeat, without the visual, to check word memory. Work on any trouble spots.
- Sing again with Track 22 or piano accompaniment. Encourage children to sing with expression.

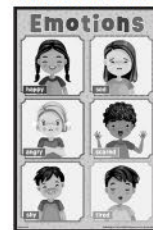
4. Review and polish.

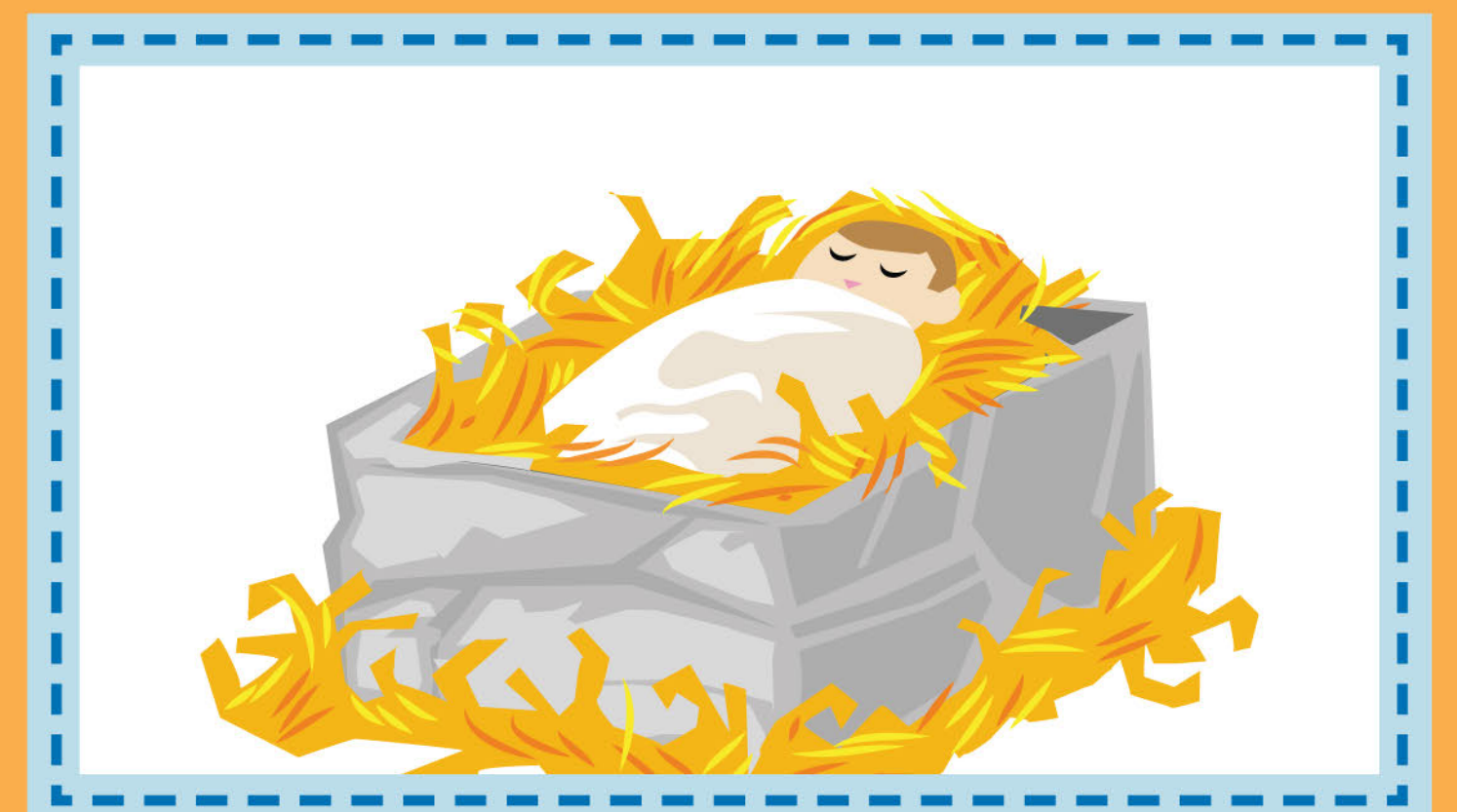
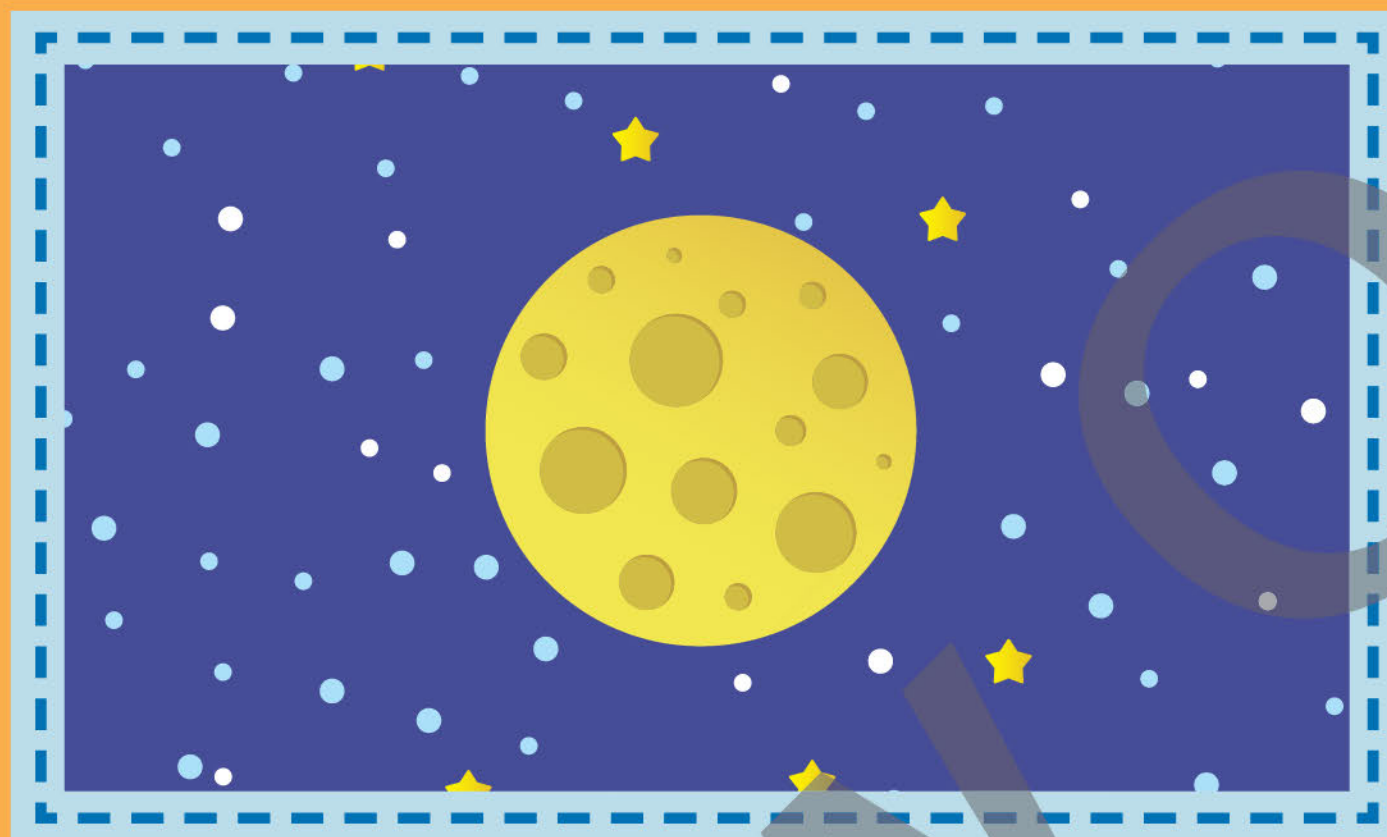
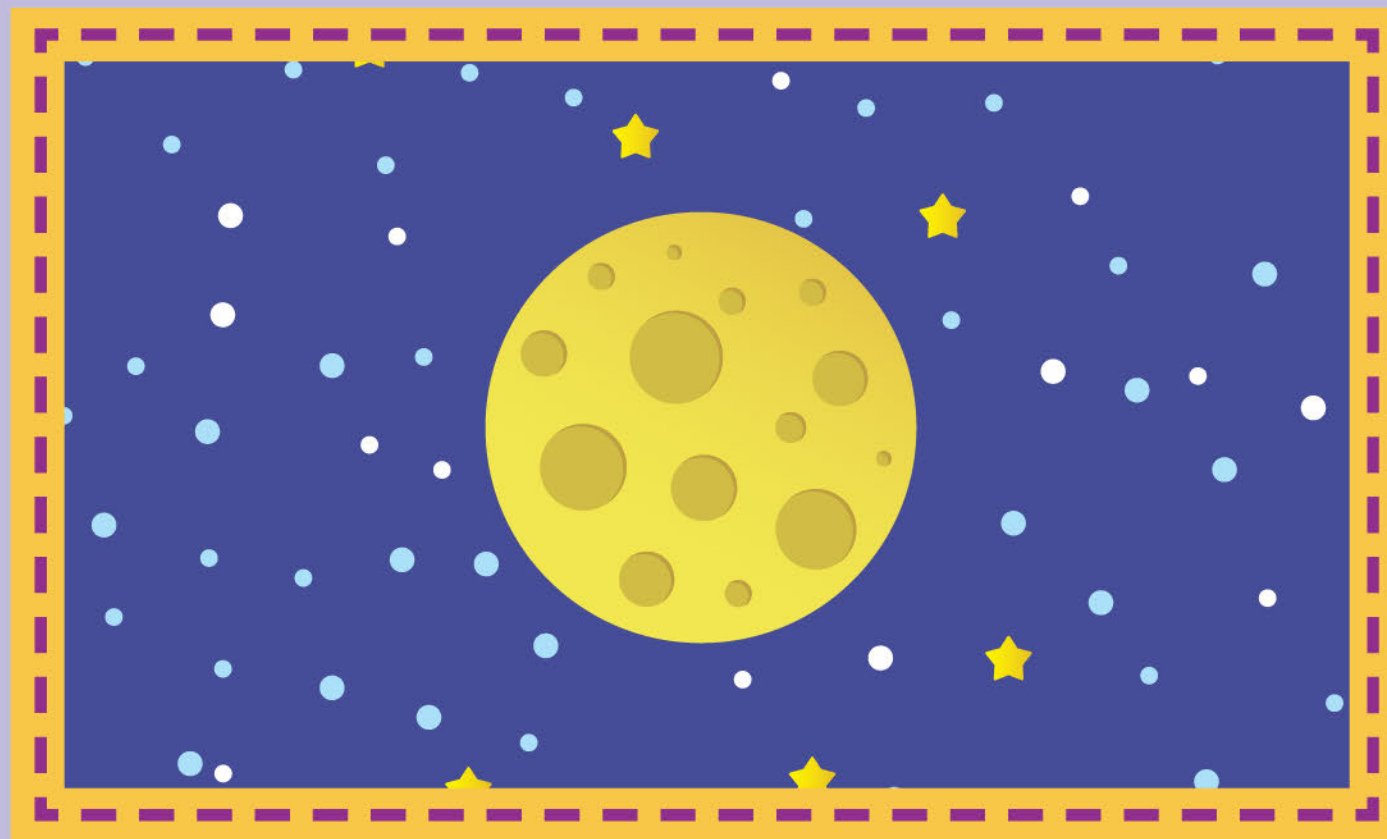
- Review words and motions.
- Sing with Track 22 or piano accompaniment.
- Work on any trouble spots.
- Sing again, reminding children to sing with expression.

Extension

Display the Emotions Visual. Ask children what feelings they might have had if they had been in the stable the night Jesus was born.

Emotions Visual





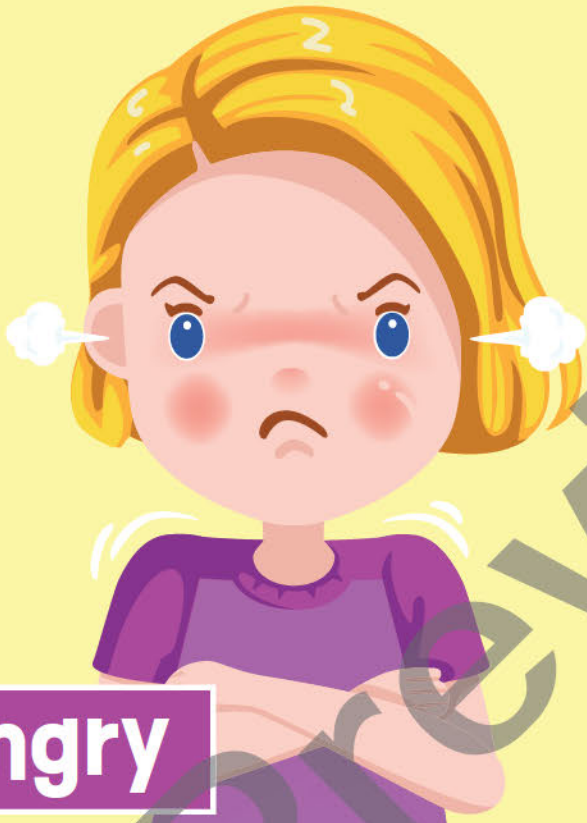
Emotions



happy



sad



angry



scared



shy



tired

"Five Little Ladybugs"

1. Listen to the song.

- Play Demo 27, and have children hold up their fingers as they count down.
- Ask children how many ladybugs the song started with and how many it ended with. (five, none)
- Play Demo 27, and have children listen for how each ladybug leaves. (walk, run, crawl, skip, jump)
- Play Demo 27, and have children practice (in place) their walking, running, crawling, skipping, and jumping.

2. Teach the song.

- Display "Five Little Ladybugs" Visuals.
- Play Demo 27, and have children hold up their counting fingers as they review the song.
- Echo sing each phrase of the song, pointing to the visuals.
- Sing with Demo 27, performing the leaving actions in place.

3. Pat the steady beat.

- Tell children they will pat the steady beat with the *Ladybug* song.
- Model using *spider fingers* on your lap to pat the steady beat.
- Play Demo 27, invite children to join you in patting the steady beat on their laps with their *spider fingers*.
- Distribute *Beat Buddies*, and repeat patting the steady beat with or without Demo 27.

Teaching Tips

- Cup hands and touch fingertips to lap for *spider fingers*.
- *Beat Buddies!* Small, stuffed animals, finger puppets, or Beanie Babies® work well. Children keep the steady beat by tapping their *Beat Buddie* on their arm, leg, head, floor, etc. With each repetition of the song, have children pass their *Beat Buddie* to the next person, allowing each child to hold lots of different *Beat Buddies* and remain engaged in the activity.

4. Act out the song.

- Have children sit on the floor.
- Play Demo 27 or Track 28 to review the song and how each ladybug moves away.

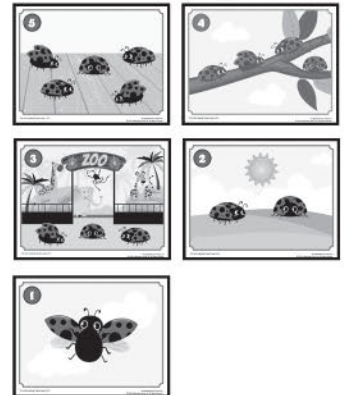
MATERIALS NEEDED

- Score (pages 3-5 of these Teaching Steps)
- Student Score (page 6 of these Teaching Steps)
- Demo 27
- Track 28
- "Five Little Ladybugs" Visuals
- *Beat Buddies*, one per child (small stuffed animals or finger puppets)
- Bass xylophone (optional)

PREPARATION

- Print and prepare visuals.

"Five Little Ladybugs" Visuals



5

Only

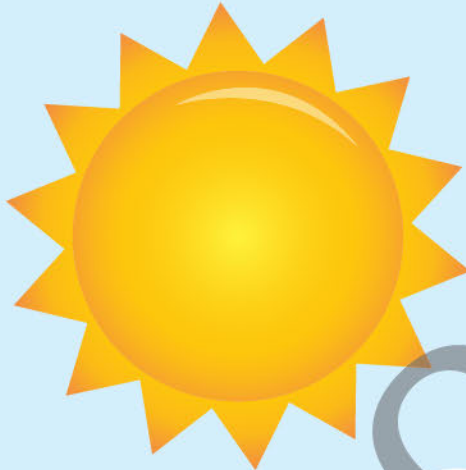


4





2



Preview Only



Hymn Story Time: "Rejoice, Ye Pure in Heart"

1. Tell the Story.

- Have children gather around as you tell the following hymn story:
Once there was a man name Edward Plumptre. He was born in London, England in 1865. Edward's father was a lawyer. When Edward went to college, he loved math and did well in his math classes, but he also liked Bible and preaching classes. After college, he became a preacher and a teacher at the college. He also preached all around England.
Edward wrote the poem "Rejoice, Ye Pure in Heart" as a processional for a choral festival. A processional is like a parade. At the beginning of the festival, the people would walk in singing this song. The song says, "your glorious banner, wave on high." Do you think they waved banners as they walked into the festival? This song became one of Edward's most popular hymns.

2. Listen to the hymn.

- Play Demo 45. Invite children to place their hands on their heads whenever they hear the word *rejoice*.
- Have children hold hymnals open to "Rejoice, Ye Pure in Heart" as they listen. (optional)
- Ask the children how many times they heard the word *rejoice*. (five)
- Echo sing the the two phrases of the Chorus.
- Teach the following motions for the Chorus:
 - **Rejoice, rejoice**—touch head
 - **re**—touch head
 - **joice**—touch shoulder
 - **give thanks**—touch waist (no motion for the second note on *give*)
 - **and** - touch knees
 - **sing** - touch toes
- Play Demo 45, and have children sing the Chorus with the motions.

3. Review the story.

- Ask children the following questions to review the story:
 - Who is the hymn story about? (Edward Plumptre)
 - What subject in school did Edward like? (math)
 - When he grew up, what two jobs did Edward have? (preacher and teacher)

MATERIALS NEEDED

- Score
- Student Score
- Demo 45
- Track 46
- Rejoice Bell Chart
- Rejoice Banner Activity Page, one per child
- Crayons, scissors, craft or paint sticks
- Step bells, C desk bell, hand chime, Boomwhacker®, or soprano Orff instruments

PREPARATION

- Print and prepare visual.
- Print Activity Pages.

- What is a processional like? (a parade)

4. Play bells.

- Display the Rejoice Bell Chart and step bells or other bell instruments.
- Demonstrate playing the pattern (C–C—, C–C—) and ask children which words from the hymn match those notes. (*Rejoice, Rejoice*)
- Give each child a turn to play the pattern on the step bells as the rest of the group sings the Chorus with the motions.

5. Create a Rejoice Banner.

- Ask children what makes them rejoice or what brings them joy. (hugs, moms, dads, puppies, ice cream)
- Distribute Rejoice Banner Activity Pages and crayons and scissors. Invite children to draw something that makes them rejoice on their banners
- Assist children, if needed, in cutting the banner out and attaching it to a craft or paint stick.
- Allow children to share about what they drew on their banners.
- Create a processional by marching around the room with their Rejoice Banners while playing Demo 45 or Track 46.

Rejoice Bell Chart



Rejoice Banner Activity Page



Preview Only



Re-joice _____



Re-joice _____

The BE List

MATERIALS NEEDED

- The BE List KIDPages
- Crayons
- Demo 15 (optional)

GUIDING CHILDREN

- Identify with children:
 - 1. Children being friendly
 - 2. Children being loving
 - 3. Children being helpful
 - 4. Children being patient
- Distribute crayons and have children color the numbers. Then, guide children to follow the directions at the top:
 - Draw a circle around children being friendly.
 - Draw a square around children being loving.
 - Draw a triangle around children being helpful.
 - Draw a rectangle around children being patient.

OPTION

- Play Demo 15 (“The BE List”) as children work.

Answers:



The BE List

Draw a ○ around children being friendly.

Draw a □ around children being loving.

Draw a ▭ around children being helpful.

Draw a △ around children being patient.

