

LESSON 2

Students Will Learn

That God has created voices in nature.

Additional Materials

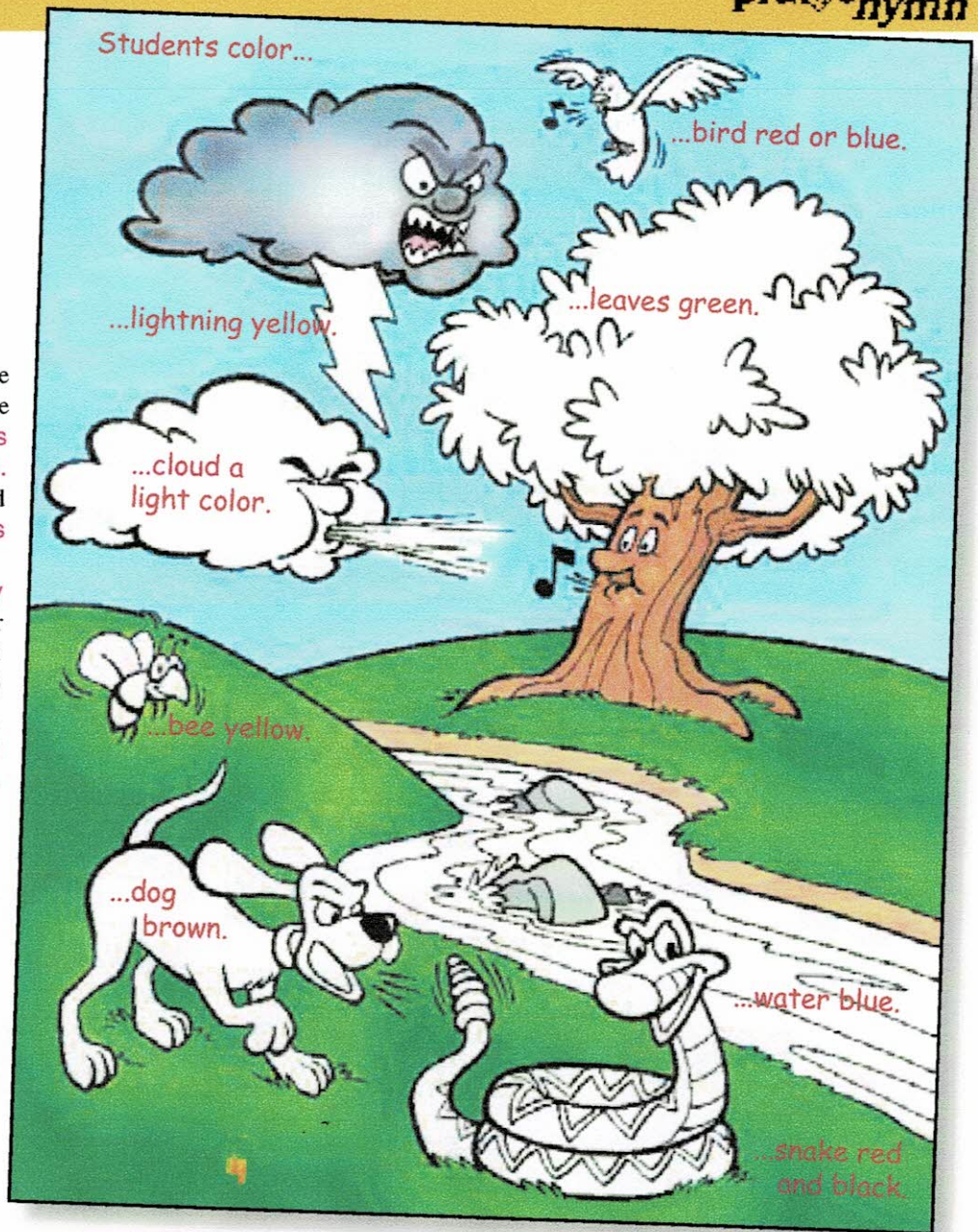
Teacher: Mr. Pig hand puppet,¹ CDII.

Procedure

Introduce Mr. Pig, and use the puppet to hum a stanza of "This Is The Day." What is Mr. Pig doing with his voice? (Humming.) Turn to page 3. Teach "Hummingbirds" (CDII, band 3). Follow the words and pictures as you sing.

Do hummingbirds really hum with their voices? (No, their "voice" is the soft humming noise that they make with their wings as they fly.) God's creation has many voices. Turn to page 4, and color the objects as Mr. Pig describes them. Use the Mr. Pig puppet to read the following:

1. My leaves are my voice, and although I cannot speak words, my leaves make a rustling sound whenever I shake. Color my leaves green. ² Play "The Moldau" by Smetana (CDII, band 4) in the background as students color the objects, pausing the recording to allow Mr. Pig to read each description.
2. My water can be blue, green, brown, or crystal clear. My voice can be very loud as I rush over rocks. Color my water blue.
3. When people hear my voice, they listen. I speak so loudly from the sky that my voice, called "thunder," often frightens people. Color my lightening yellow.
4. My voice can whistle through trees and around buildings. It can sound spooky as I whistle at night. Use a light-colored crayon to color me blowing a strong wind.
5. My voice is on my tail, and I shake it when I am afraid. If you ever hear my voice, step back, because I bite! Color me red and black.
6. I am not a bird, but I do have wings. Like the hummingbirds, my voice is really the hum of my wings as I fly along collecting honey. Use a honey yellow crayon to color me.
7. I have wings also, and my voice



"chirps" and sings. Color me red or blue...you choose.

8. I am a furry friend, and my voice sometimes keeps people up at night when I bark at the moon. Color me brown.

Allow students to describe when and where they have heard these "voices," and allow them to describe other "voices" that they have heard in nature.

The music that you listened to earlier was written by the composer to describe a country scene beside a flowing river. Listen to the music again, and imagine the river, trees, and beautiful countryside that the music is describing. Play "The Moldau" again, allowing students to express verbally what they think the music is depicting. □³

¹Mr. Pig hand puppet (available from Praise Hymn, Inc.) or any available hand puppet is a useful aid for teaching songs, introducing skills, demonstrating concepts, asking questions, etc. Select students to operate the hand puppet from time to time.

²Always check student responses as they complete a choice or at the completion of an assignment. Select students to give their answers aloud, allowing for a reiteration of concepts and for students to correct any wrong responses.

³See footnote 1 in the next lesson. Announce today that students may bring any instruments that they play to demonstrate in the next music session.

LESSON 3

Students Will Learn

That music is stored in the brain, and that we express music with our special voices.

Additional Materials

Teacher: Mr. Pig puppet, *CDII*, *Musicards* 10, 11, 12.

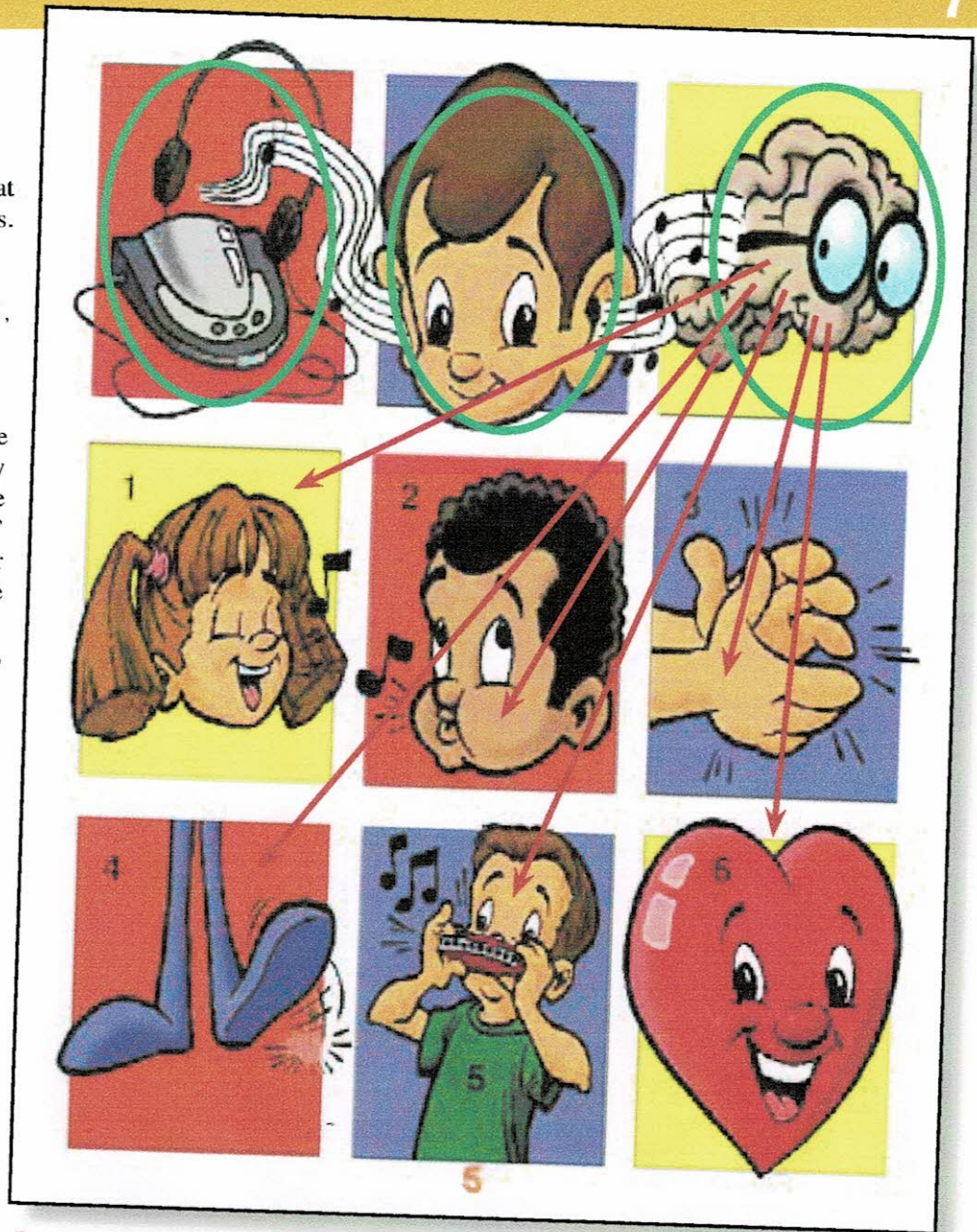
Procedure¹

Turn to page 4. Review the voices in nature pictured on page 4 by having Mr. Pig call on students to name the voices. Play an “animal voices” game. Encourage students to volunteer to make animal sounds and see if the rest of the class can name the animal.

Display *Musicards* 10a, 11a, and 12a. These symbols are called “notes.” Turn to page 5. Can you find any “notes” on this page? Whenever you see notes on a page, it indicates that music is there. Locate the picture of music coming out of the headset, and use a green crayon to circle it. ...green crayon to circle music going in the ear. ...green crayon to circle music going from the ear to the brain.

What do you think music does as soon as it gets inside your brain? Allow discussion. It tries to get back out! The remaining pictures on page 5 show how music gets back outside of us once it gets inside...in other words, these pictures show how we “make music.” Look at each picture and figure out how we make music. Allow discussion. As students describe each way we make music, instruct them to use a red crayon to draw a line connecting the brain to...

1. ...the singing face.
2. ...the whistling face. After students discuss singing and whistling, teach “Little Red Caboose” (*CDII*, band 5) on page 6. Students should cease singing and whistle where indicated in the words.
3. ...the clapping hands.
4. ...the tapping foot. When students discuss the tapping foot, play “Idomeneo March” by Mozart (*CDII*, band 6). Allow students to form a line and march around the room in step to the music.
5. ...the playing of the harmonica (representative of every instrument). How many of you play an instrument?



Allow students to describe the instruments they are learning, and allow students to demonstrate them. When you learn an instrument, you are allowing the music inside you to flow out.

Does anyone know the meaning of picture 6, the “heart” picture? Allow discussion. Listen to this phrase from the Bible: “...singing and making melody in your heart...” (Ephesians 5:19b). The word “heart” in the Bible most often refers to our brain. Draw a red line connecting the brain to the heart. We keep all of our music stored right inside our brain. You can enjoy your “stored” music by singing or humming to yourself, or you can enjoy it by singing, clapping, tapping, or playing an instrument. Unlike animals, who have

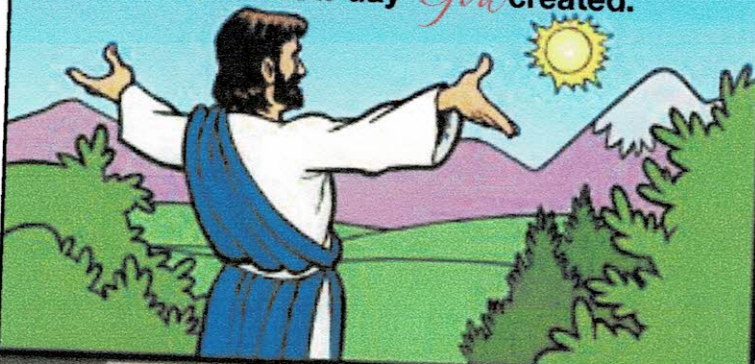
only 1 voice, God has given us many “voices” to express music, including the special ability to sing anytime, anywhere, silently, or out loud.

Lead students in singing “Little Red Caboose” again, allowing them to sing, whistle, clap, form a “human train” and march to the music, or even sing silently in their “heart” as they listen to the music.

If time remains, allow students to color the train and caboose on page 6 as they listen to bands 1 through 6 of *CDII*.

¹Students who are learning to play instruments are encouraged to bring them for a class demonstration during this lesson.

This is the day the *Lord* has made
...this new day *God* created.



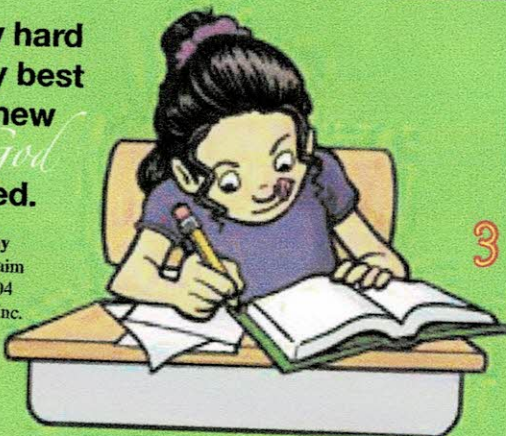
I pray a prayer to start the day
...this new day *God* created.



I will be kind to everyone
...this new day *God* created.



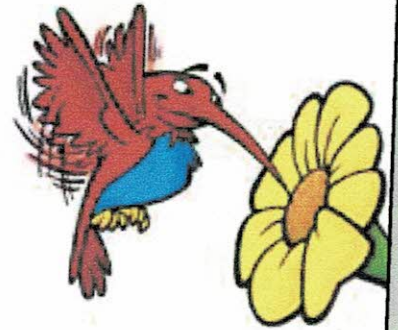
I will try hard to do my best
...this new day *God* created.



This Is The Day
Words by Joe Swaim
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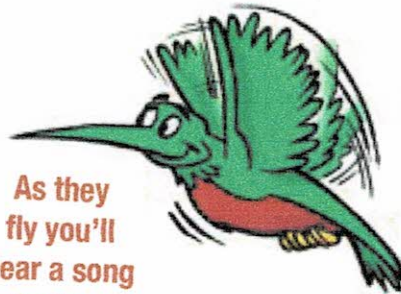
3

Flitting
'round
the flowers,
gathering
nectar
sweet,



Flutter
tiny birds
in search
of things
to eat.

As they
fly you'll
hear a song
that has
no words:



Hummm...
Hum the **hummingbirds!**

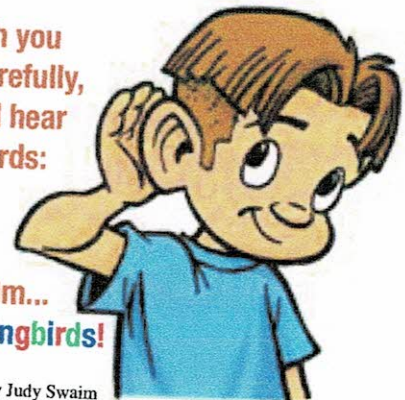


Dressed
in lovely
colors...
**reds and greens
and blues;**



Flying forward,
backward,
hovering if they choose.

Though you
listen carefully,
you will hear
no words:



Hummm...
Hum the **hummingbirds!**

Hummingbirds
Words and music by Judy Swaim
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