







Singing Stars

Look at each star pattern below. Using the sounds in the Choice Box, speak each star pattern. Speak the entire page without stopping. Draw the correct music symbols on the lines below each of the star or moon symbols. Play the patterns on an instrument.

Choice Box ♪ = ta } = sh ♪♪ = ti-ti ♪ = ta-a

			
_____	_____	_____	_____
			
_____	_____	_____	_____
			
_____	_____	_____	_____
			
_____	_____	_____	_____
			
_____	_____	_____	_____

Singing Stars

PLANNING AHEAD

- Print a copy of Singing Stars KIDPage for each child.
- Gather pencils for each child.
- Gather unpitched percussion instruments and C, D, E, G, A bells or Boomwhackers®.

GUIDING CHILDREN

- Give a copy of Singing Stars KIDPage and a pencil to each child.
- Read the directions together.
- Talk about each of the options in the Choice Box and speak each example together.
- Practice reading each of the five patterns aloud together.
- Draw the notes or rests represented by the pictures on the lines provided. If children have trouble drawing the quarter rest, allow them to draw a Z to represent the rest.
- Play the patterns on unpitched percussion instruments, pentatonic (C, D, E, G, A) bells, or Boomwhackers®.
- Send the KIDPage home with the children so they can “practice” rhythm reading at home.

Teaching Tip

When playing half notes on percussion instruments, extend the playing motion for another beat without playing an additional beat. When clapping the half note, clap on the first beat, and push the clasped hands forward in a circular motion for the second beat.

Singing Stars

Answers:

1. Speak: **ta sh ta ta** Write:
2. Speak: **ti-ti sh ti-ti sh** Write:
3. Speak: **ta ta sh ta** Write:
4. Speak: **ta-a ta-a** Write:
5. Speak: **ta ta-a ta** Write:



SIT
OR
STAND

TALL

Singing Skills 1 ("The Lord's Great Love")

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M
O
P
E
N
U
T
H

Singing Skills 2 ("The Lord's Great Love")

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Drop Jaw

Singing Skills 3 ("The Lord's Great Love")

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SHOULDERS
RELAXED

Singing Skills 4 ("The Lord's Great Love")

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FEET ON THE FLOOR

Singing Skills 5 ("The Lord's Great Love")

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H
A
N
S
D
S
BY
I
D
E

Singing Skills 6 ("The Lord's Great Love")

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eyes
on
director

Singing Skills 7 ("The Lord's Great Love")

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Be a
sparkly
singer

Singing Skills 8 ("The Lord's Great Love")

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2 times

12
8 |:

Sway R Sway L Sway R Sway L



12/8

Flap R Flap L Flap R Flap L

Flap R Flap L Flap R Flap L Flap R Flap L Stomp R



2 times

12
8 |:

March R March L March R March L



12
8

Look R Look forward Look L Look forward



Blink Blink Blink Blink Blink Blink Pat both hands



2 steps to R, 4 steps to L, 4 steps to R, 4 steps to L

12
8 | : |

Step Step Step Step

The musical notation consists of a single staff with a 12/8 time signature. It contains four quarter notes, each with a stem pointing upwards. The notes are placed on the first line of the staff. The piece ends with a double bar line and repeat dots.

Glide with arms extended out to sides, and step on each beat to turn around making a complete circle.



2 times

12
8

Flap arms Flap arms Flap arms Flap arms

A musical staff with a treble clef and a 12/8 time signature. The staff contains four quarter notes, each with a stem pointing upwards. The notes are placed on the first line of the staff. The sequence is repeated twice, as indicated by the text above and the repeat sign at the end of the staff.



12
8

Paddle R Paddle L Paddle R Paddle L

Paddle R Paddle L Paddle R Paddle L Paddle R Paddle L Quack (*spoken*)

Musical notation for a duck's paddling and quacking. The first staff shows a sequence of four quarter notes on a single line, labeled "Paddle R", "Paddle L", "Paddle R", and "Paddle L". The second staff shows a sequence of six quarter notes on a single line, labeled "Paddle R", "Paddle L", "Paddle R", "Paddle L", "Paddle R", and "Paddle L", followed by a double bar line and the word "Quack" in italics with the word "spoken" in parentheses.



2 times



Extend arms forward, placing one arm on top of the other, and open and close as if opening and closing a beak.



12
8

Flap arms Flap arms Flap arms Flap arms

A musical staff with a treble clef and a 12/8 time signature. It contains four quarter notes, each with a dot above it, indicating a dotted quarter note. The notes are evenly spaced across the staff.

(Freeze for these three beats.) Clap and Stomp

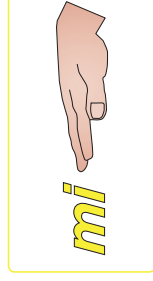
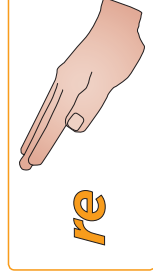
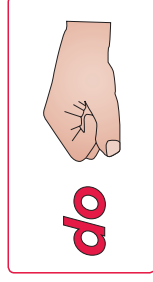
A musical staff with a treble clef. It contains three quarter notes with a flourish above each, followed by a dotted quarter note with a flourish above it. The flourish above the dotted note is larger and more decorative.

Stand on one leg throughout, until the last beat.

Make a Do Re Mi Melody

Practice singing *do re mi* patterns while shaping the matching hand signs for each pitch. Using the Hand Sign Key, sing the patterns in each of the boxes below. Cut the cards apart and place them in any order you choose to create a melody. Sing and sign your new melody. Change the *do re mi* pitches to words to create a song. Use "I will sing," "allelu," or other words to sing with your *do re mi* melody. Share your song with a friend!

Hand Sign Key:



Make a *Do Re Mi* Melody

PLANNING AHEAD

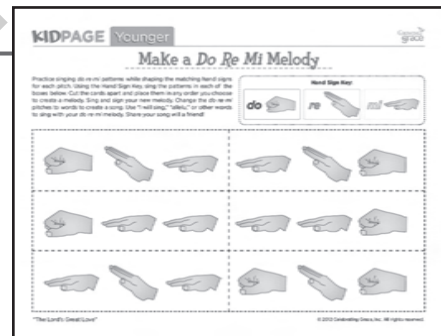
- Print a copy of Make a *Do Re Mi* Melody KIDPage for each child.
- Provide scissors for each child or enough to share.
- Provide tape and self-locking sandwich bags (optional).

GUIDING CHILDREN

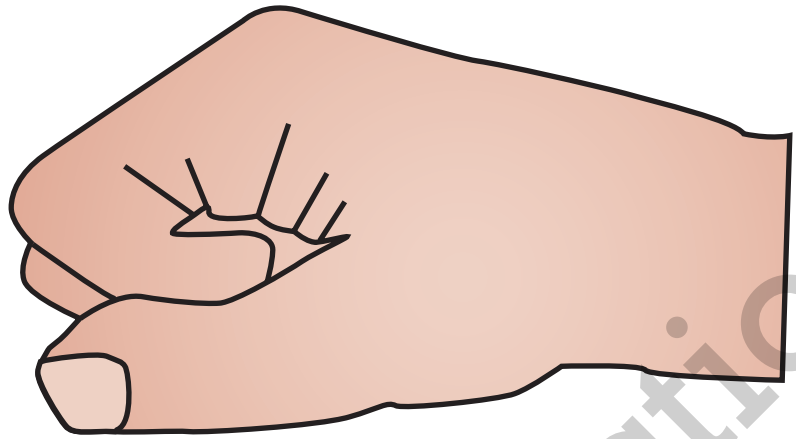
- Review the hand signs and pitches for *do*, *re*, and *mi*.
- Practice the patterns in each of the boxes.
- Assist children in cutting apart the boxes.
- Assist children, if needed, to create a song.
- Sing and sign each child's song.

OPTIONS

- If children would like to save their melodies, provide tape so that the patterns can be taped end to end.
- Send the patterns and Hand Sign Key home with the children in self-locking sandwich bags.
- Encourage children to create new melodies with friends and family at home.



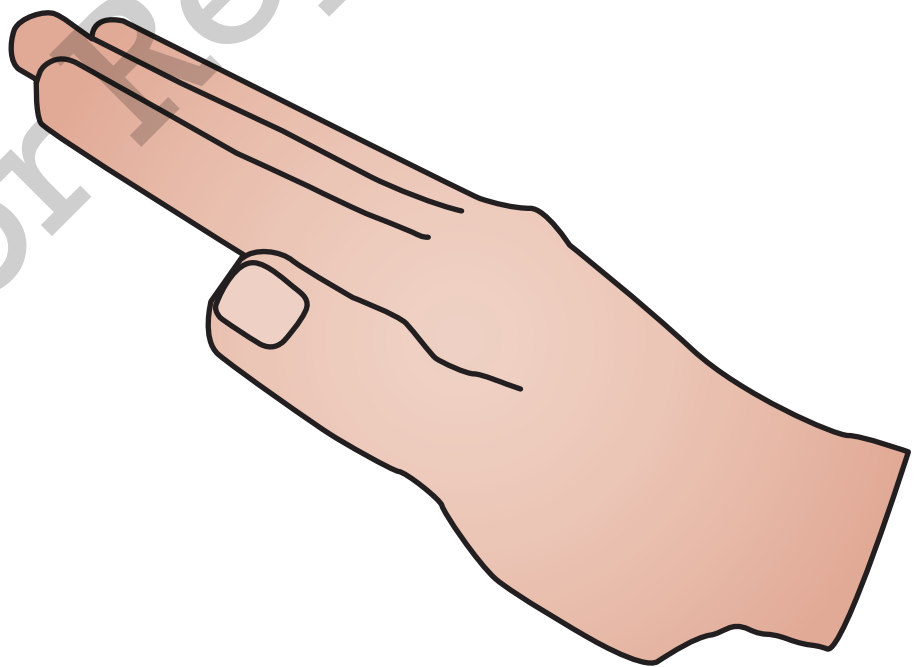
do



Hand Sign 1 ("May the Words of My Mouth")

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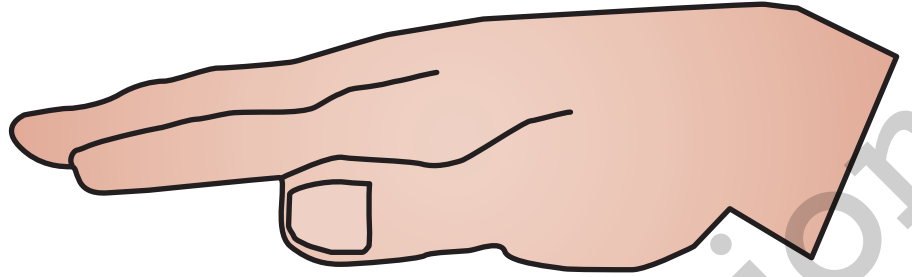
re



Hand Sign 2 ("May the Words of My Mouth")

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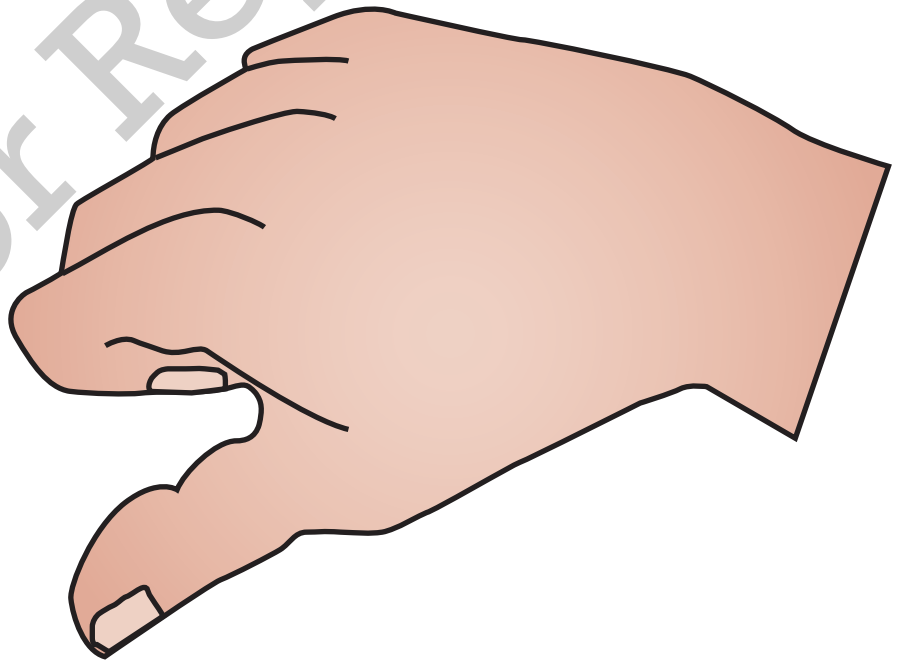
mi



Hand Sign 3 ("May the Words of My Mouth")

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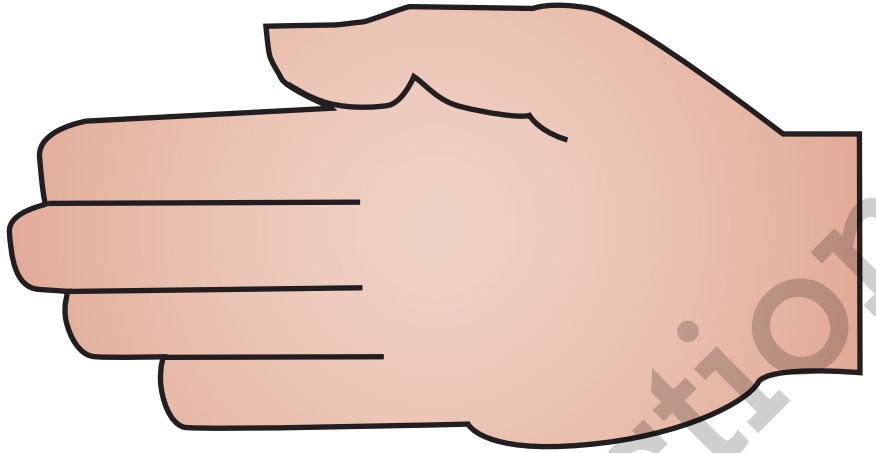
fa



Hand Sign 4 ("May the Words of My Mouth")

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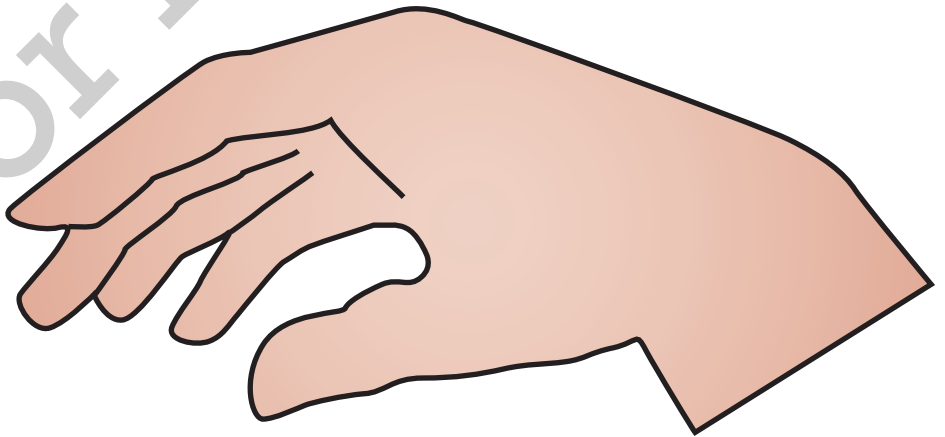
sol



Hand Sign 5 ("May the Words of My Mouth")

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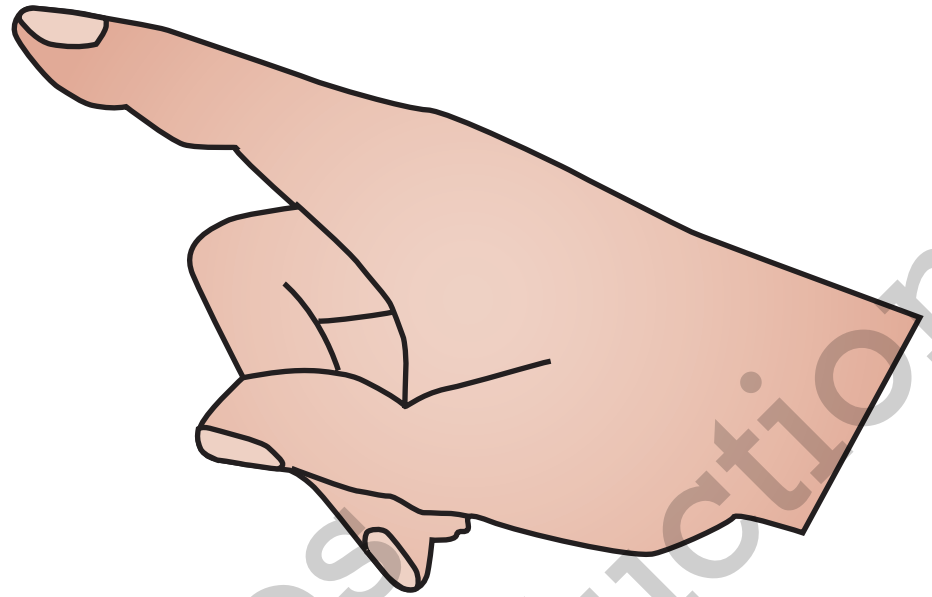
la



Hand Sign 6 ("May the Words of My Mouth")

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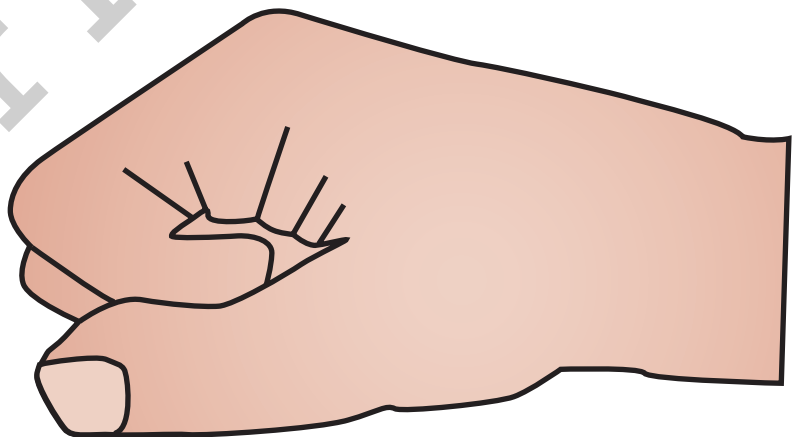
ti



Hand Sign 7 (“May the Words of My Mouth”)

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do'



Hand Sign 8 (“May the Words of My Mouth”)

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My Words, My Thoughts

Psalm 19:14 is a prayer by David. He wanted the things he said out loud and his thoughts to please God. Most of the thoughts below are pleasing to God. Find the three that are NOT pleasing, and add or mark out a word to make them pleasing. Then, match each of the sentences to a phrase in the song "May the Words of My Mouth."

"My thoughts should make God happy."

"The Lord is my Redeemer."

"It's ok for me to say anything I please."

"The things I think about do not matter to God."

"I should say loving words that encourage others."

"The Lord is my strength."

"My words don't make a difference."

"I want the words I say to please the Lord."

My Words, My Thoughts

PLANNING AHEAD

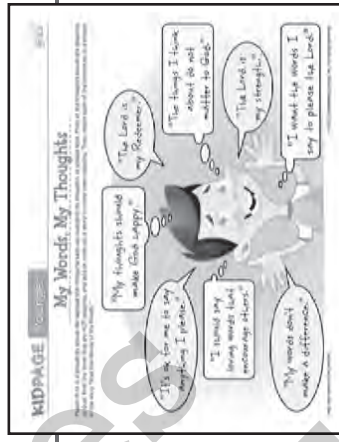
- Make a copy of My Words, My Thoughts KIDPage for each child.
- Copy “May the Words of My Mouth” Student Pages for each child.
- Bring a Bible marked at Psalm 19:14.
- Gather pencils or markers.

GUIDING CHILDREN

- Ask a child to read Psalm 19:14.
- Read the instructions on the KIDPage together.
- Allow time for the children to mark the page to make all the statements pleasing to God. Assist children as needed.
- Look together at the words from the song, “May the Words of My Mouth,” and have children match each statement with a phrase from the song. (Option: allow the children to work in pairs.)
- Talk with the children about ways we keep pleasing thoughts in our minds (praying, reading the Bible, choosing friends wisely, etc.)

My Words, My Thoughts

Answers:



You Can Compose!

“Blessed is He who comes in the name of the Lord!” You can turn this scripture from John 12:13 into a joyful song of praise! Using a pencil or marker, choose and fill in only one pitch in each of the chords below. Then, ask your teacher to help you play and sing the pitches you chose. Sing to the Lord a new song!

Words from John 12:13

Music by _____

Bless - ed is He who

comes in the name of the

Lord!

You Can Compose!

PLANNING AHEAD

- Make a copy of You Can Compose! KIDPage for each child.
- Gather pencils or markers.
- Gather step bells and mark C, E, and G.

GUIDING CHILDREN

- Distribute You Can Compose! KIDPages to the children.
- Read and explain the directions to the children.
- Allow time for the children to compose their melodies. Assist, if necessary.
- Guide the children in playing and singing their melodies.

