

Light one candle: Christ is coming

Advent candle song

Advent is often portrayed in scripture and poetry as a longing for light. Engage the children in an exercise around light and darkness. Find a way to darken the room, then light a candle. Discuss how the light overcomes the darkness and is not swallowed up by it. The Word made flesh breaks into our darkened world in the same way. What does this mean for our own lives?

- To begin teaching the melody sing the first five notes on *bah* with the children echoing. Play the notes on an Orff instrument. Give each child an opportunity to play the pattern as the others sing.

- Sing the song for the children, asking them to raise their hand every time they hear the five-note pattern (three times). If the leader sings on *bah*, the children will recognize the pattern more easily.

- Sing the song with the words. Teach by phrases, inviting the children to echo.

- Add a combination of signing and movement. Sign the words *Christ* and *come* (see p. 212).

Candle: hold up the number of fingers being lit in each verse.

World: bring arms in a side-sweeping movement to form a circle above head.

Use during the lighting of the Advent candles on each of the four Sundays in Advent.

1* G (throughout) 2

*may be sung as a round

Bells used: 2 oct. (6 bells)

Alto xylophone Last time

Handbells/chimes LV Last time SK

Alto metallophone Last time

See LifeSongs recording Volume 1

For Christians, every Sunday is Easter Sunday. What is most important is “joyful worship that restores us to communion with the risen Christ” and each other (*Practicing Our Faith*, Dorothy C. Bass, ed., Jossey-Bass Publishers, pp. 86–87). It is a festival time in which God is shaping a new creation. It is a foretaste of the feast to come.

“Come! Come! Everybody worship” is accessible to children from preschool to upper elementary. It invites us to come and worship and calls us to remember and keep the day of rest.

- Draw children into a discussion about sabbath. Where do we first hear about sabbath? Read the third commandment (Exodus 20:8-10) to the children. What does it mean to keep sabbath when we live in a world of so many pressures? How do we unwrap the gift of sabbath? Prepare for this discussion by reading chapter 6, “Keeping Sabbath,” from *Practicing Our Faith*.

- Show how stanzas 2–5 continue to refer to worship and how we are to live our lives apart from worship.

- Teach by phrases.

- Add signs for the words *come*, *worship*, *prayer*, *song*, and *God* to the refrain (see pp. 212–213).

Sing as an invitation to worship. If used immediately before the entrance hymn, check that the keys are the same or compatible.

Refrain

F Dm F Gm⁷ C⁷

Come! Come! Ev-'ry-bod-y wor-ship with a prayer or song of praise!
 ¡Ven - gan to-dos a-do-re - mos con can - tos y o - ra - ción!

F Dm F Gm⁷ C F

Come! Come! Ev-'ry-bod-y wor-ship! Wor-ship God al - ways!
 ¡Ven - gan to-dos a-do-re - mos a nues - tro Se - ñor!

C F C F

1 Wor-ship and re - mem - ber to keep the Sab - bath day.
 2 Wor-ship and re - mem - ber the Lord's un - end - ing care,
 3 Wor-ship and re - mem - ber your bless - ings great and small.
 4 Wor-ship and re - mem - ber how Je - sus long a - go
 5 Wor-ship and re - mem - ber that God is like a light:

C F Dm⁷ G C⁷ *Refrain*

Take a rest and think of God; put your work a - way.
 reach - ing out to love and help peo - ple ev - 'ry - where.
 Give to God an of - fer - ing; show your thanks for all.
 taught us how to talk to God; some - thing we should know.
 show - ing you the way to go, ev - er burn - ing bright!

The Lord is great!

Psalm 8

See LifeSongs recording Volume 1

This simple, joyful psalm sings in praise of the Creator. Listen to who is giving praise. Read Psalm 8:2, "Out of the mouths of infants and children your majesty is praised above the heavens." Affirm the children as the ones preparing to sing God's praise with their voices.

- Teach the first eight measures by phrases.
- Tell the children that we praise God's greatness and all that was created, "even the wild beasts of the field, the birds of the air, the fish of the sea, and whatsoever walks in the paths of the sea" (Psalm 8:8b-9). Who does the psalmist say is walking the paths?
- Teach the next section adding the following motions to the text:

Beasts: Place the fingertips of both hands on the chest. Rock the hands back and forth still resting on the chest. This represents the breathing motion of the animal.

Bird: Place the index finger and thumb in front of the mouth. Open and close them. This represents both the bill and the wings.

Fish: Point the right open hand forward with the palm facing left and touch the left fingertips to the right arm near the elbow. Move the right hand back and forth from the wrist. This represents the movement of the fish's tail in the water.

Me: Point the right index finger at yourself.

- Invite them to name other beasts, birds, or fish to sing in the song. Share the book, *Who Taught Frogs to Hop?* by R. D. Ingram (AFP 9-2457). This will stimulate their thinking and give them all kinds of ideas.

- Add rhythm sticks or drum on the words, *Praise the Lord, alleluia!*

Musical notation for the first system of the song. The treble clef staff has a key signature of one sharp (F#) and a common time signature. The bass clef staff has a key signature of one sharp (F#). The melody is in G major. The lyrics are: "The Lord is great! Ev-'ry-bod-y sing: la, la, la, al-le-lu-ia! The Praise the Lord".

Musical notation for the second system of the song. The treble clef staff has a key signature of one sharp (F#) and a common time signature. The bass clef staff has a key signature of one sharp (F#). The melody is in G major. The lyrics are: "Lord made us! Ev-'ry-bod-y sing: la, la, la, al-le-lu-ia! God Praise the Lord".

Musical notation for the third system of the song. The treble clef staff has a key signature of one sharp (F#) and a common time signature. The bass clef staff has a key signature of one sharp (F#). The melody is in G major. The lyrics are: "made the beasts, the birds in the tree, the fish in the water, and God made me! The Praise the Lord".

Musical notation for the fourth system of the song. The treble clef staff has a key signature of one sharp (F#) and a common time signature. The bass clef staff has a key signature of one sharp (F#). The melody is in G major. The lyrics are: "Lord is great! Ev-'ry-bod-y sing: la, la, la, al-le-lu-ia! The Praise the Lord".

Musical notation for the fifth system of the song. The treble clef staff has a key signature of one sharp (F#) and a common time signature. The bass clef staff has a key signature of one sharp (F#). The melody is in G major. The lyrics are: "Lord is great! Ev-'ry-bod-y sing: la, la, la, al-le-lu-ia! Praise the Lord".

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Using the first eight measures, create an antiphon for Psalm 8 and sing in worship when the psalm appears in the lectionary. Or sing the entire song around the theme of creation.