

# ANYBODY CAN PLAY

Bible Based  
Piano Lesson Materials

## Packet 2

I AM WALKING UP TO G  
I AM AMAZED  
ZACCHAEUS  
JUST TO SEE  
COME LORD JESUS  
GOD SO LOVES THE WORLD

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I AM AMAZED  
ZACCHAEUS  
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GOD SO LOVES THE WORLD**

Developed by Karla Crossett

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# PREFACE

This packet continues its language parallel presentation of Bible based songs, adding a musical step to every song. We also hope the presentation of our wonderful and loving God is meaningful and aids understanding.

Each song is recorded and KK also sings each song so melodies and words can become familiar. Do remember to use these recordings before and during the learning of a song.

Contained in Packet Two:

1. Changing hand positions within songs to make it possible to learn longer songs;
2. Reading treble clef notation from Middle C to the next C above Middle C with a multitude of “hands on” activities;
3. Using right hand fingering in later songs to indicate different hand positions; and
4. Including a familiar song and using known words and phrases in some other songs.

A separate Theory/Activity packet complement this packet. Some students learn music notation extremely quickly while others like working on additional activities. So, all the exercises and activities in the Theory/Activity packet can be used if needed or.....

Color coding continues to be used....helps in many learning processes. The Grand Staff (treble and bass together) continues to be shown in songs and activities. No recognition of particular bass clef notes is introduced. However, with other activities within this packet, some students will figure out some of those notes by themselves!

*And, I do have to mention, my AnybodyCanPlayPIANO app complements all the learning in this packet and if used alongside this set of materials can enhance the learning process. Please remember, however, both the app and this set of materials can be used separately very effectively.*

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## VIDEOS and PDFs

SONGS PLAYED plus PLAYED and SUNG BY KK.....

CURVED “PIANO” FINGER EXERCISE.....p.18  
    <https://www.youtube.com/watch?v=tchuWB4xaQc>

CARD MATCH GAME BEING PLAYED.....p.26  
    <https://www.youtube.com/watch?v=5jbGmF90ow0&t=90s>

MUSIC TRAIL GAME BEING PLAYED.....p.52  
    <https://www.youtube.com/watch?v=LcBzX8DXW2I&t=24s>

QUARTER and HALF NOTES TAPPING ACTIVITY.....P.73  
    <https://www.youtube.com/watch?v=Mg73czxGN5o>

SOME FUN DRAWING ACTIVITY PAGES on acp website:

    TREBLE CLEF:  
        <http://www.anybodycanplay.com/pdf/ACPPDrawTrebleClef.pdf>

    WHOLE NOTE:  
        <http://www.anybodycanplay.com/pdf/acppbinderDrawWholeNote.pdf>

    QUARTER NOTE:  
        <http://www.anybodycanplay.com/pdf8/acppbinderQuarterNote.pdf>

    QUARTER REST:  
        <http://www.anybodycanplay.com/pdf8/acppbinderDrawQuarterRest.pdf>

    TURNING INTO NOTES:  
        <http://www.anybodycanplay.com/pdf7/Lev3TurnIntoNotes.pdf>

MISC. PDFs available on anybodycanplay website:  
    <http://www.anybodycanplay.com/PDFs.html>

All PDFs that complement the learning process for this packet are included within the packet. MUSIC TRAIL and CARD MATCH are also “freebies” on my website so are included for convenience. Card sizes have also been changed to match flashcard sizes. .

# I Am Walking Up to G

## note recognition

This song is primarily a note positioning exercise - the first time students are asked to do the color coding. Start with the top note on the page - that Middle C. That Middle C that is dropped below the lines with that little short line called a ledger line going through its notehead. Mark all the Middle C's with a blue dot or line.

As the student continues marking the other notes, keep defining what to look for:

“that note hanging onto that bottom line”

“that note with the bottom line going through its notehead”;

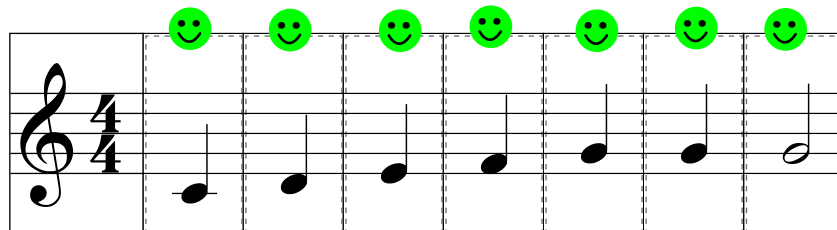
“that note sitting in the space between the two bottom lines”;

“that note sitting on top of the second line from the bottom so the line is going right through its notehead.”

There are two different half notes in this song. They are color coded just like the quarter notes - the position of their notehead. Just remember when playing the song to hold down the key for a half note twice as long as for a quarter note.

The color coding is mainly for hand position. Up to this point we have relied on which notes to play in that hand position by our color coded key strips. Now we will start to rely on the notes themselves. Our Key Strips even have notes on the keys now!

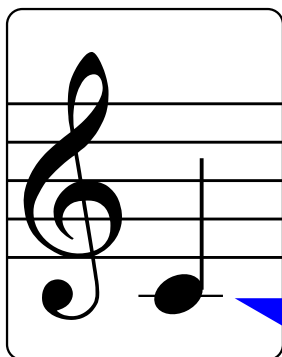
The Stick 'Em Notes activity is for beginning to read notes. After color coding the keys, proceed directly to the Stick 'Em Notes activity and use those notes when attached to the box line for learning to play the song. All directions for the Stick 'Em note boxes are on the Note/Key Strip page.



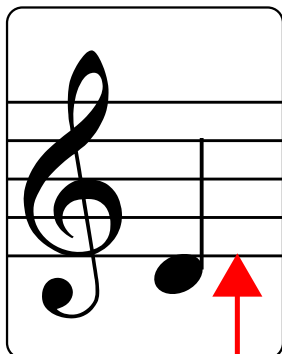
When the right hand can play through this song well, play with both the right hand and left hand together. Have the right hand “teach” the left hand by setting the left hand in the correct hand position and playing through the same sequence of notes - and as always - the same sequence of finger colors.

When learned well, play and sing - and keep reviewing those Packet 1 songs!

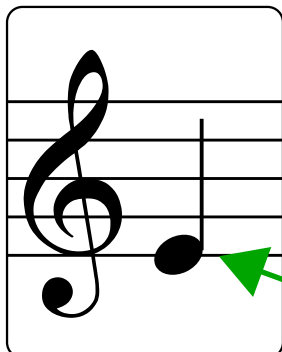
# Now **YOU** get to color code *I Am Walking Up to G!*



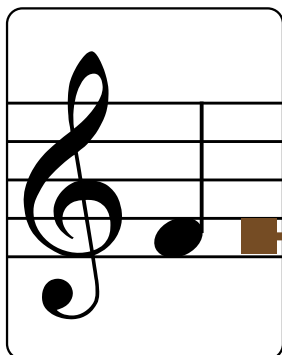
This note is hanging below those 5 lines. Since it is hanging down, a short line is drawn through the notehead so we can tell what note it is - as one student said, it looks like little ears. That note is middle C. Mark all the notes that look like this on page 13 with blue dots or lines. The first one is done for you.



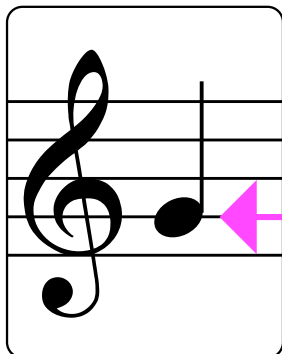
This note has the top of its notehead hanging on to the bottom line. Mark all the notes that look like this with a red dot or line. This note is that D which is next to the C in the keystrip.



Now this note is sitting right on top of that bottom line. Mark all the notes that look like this with a green dot or line. Notice on the keystrip, the green note is the E in between D and F.

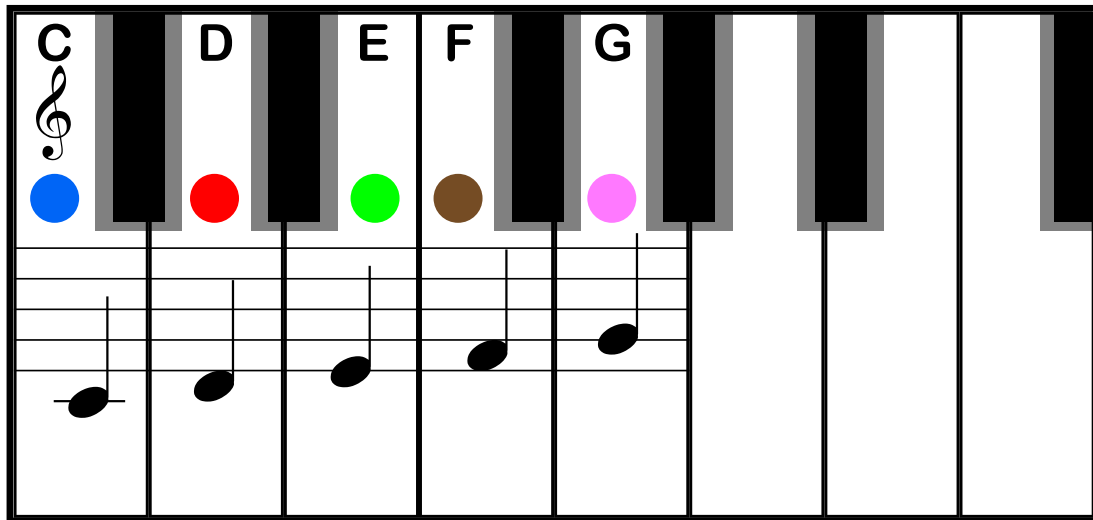


This note is sitting in the space between the two bottom lines. Mark all the notes that look like this with a brown dot or line. Notice on the keystrip, this note is an F.



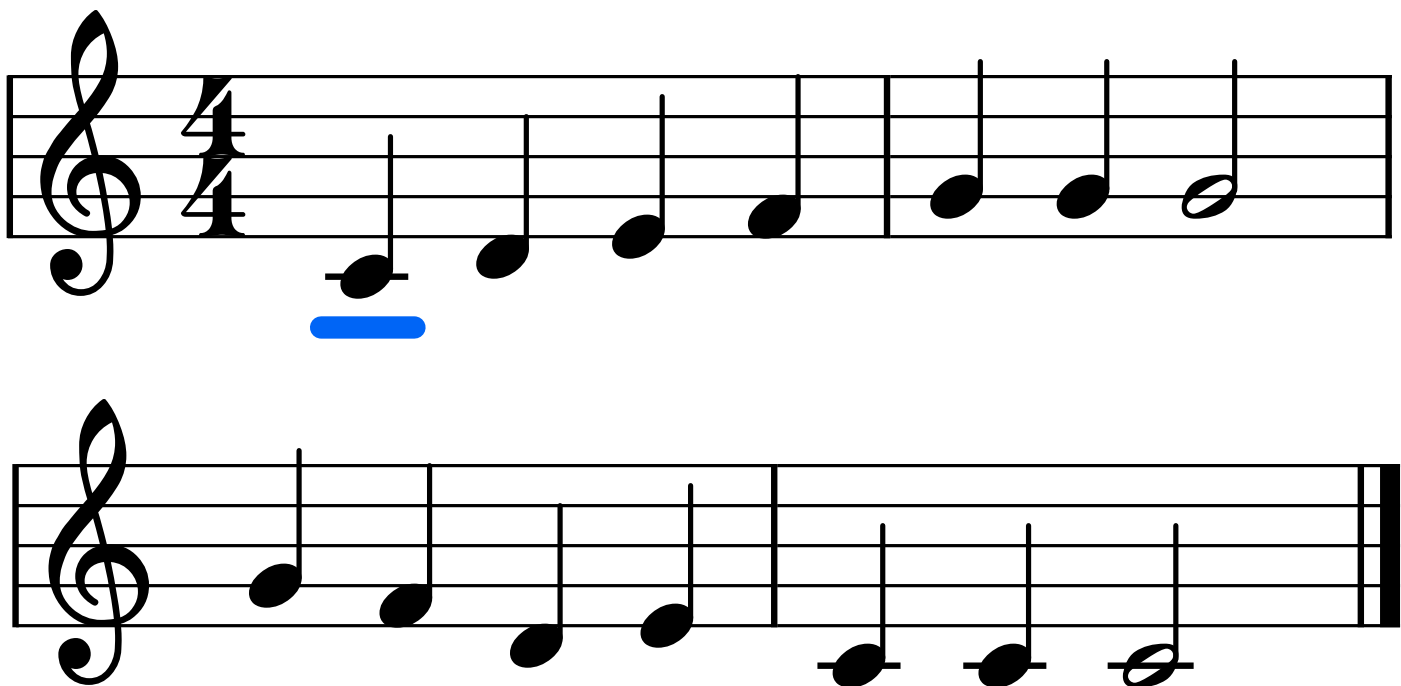
And now we get to a note that is sitting on top of the second line! Mark all the notes that look like this one with a pink dot or line. This note is a G.

## I Am Walking Up to G mini Note/Key Strip

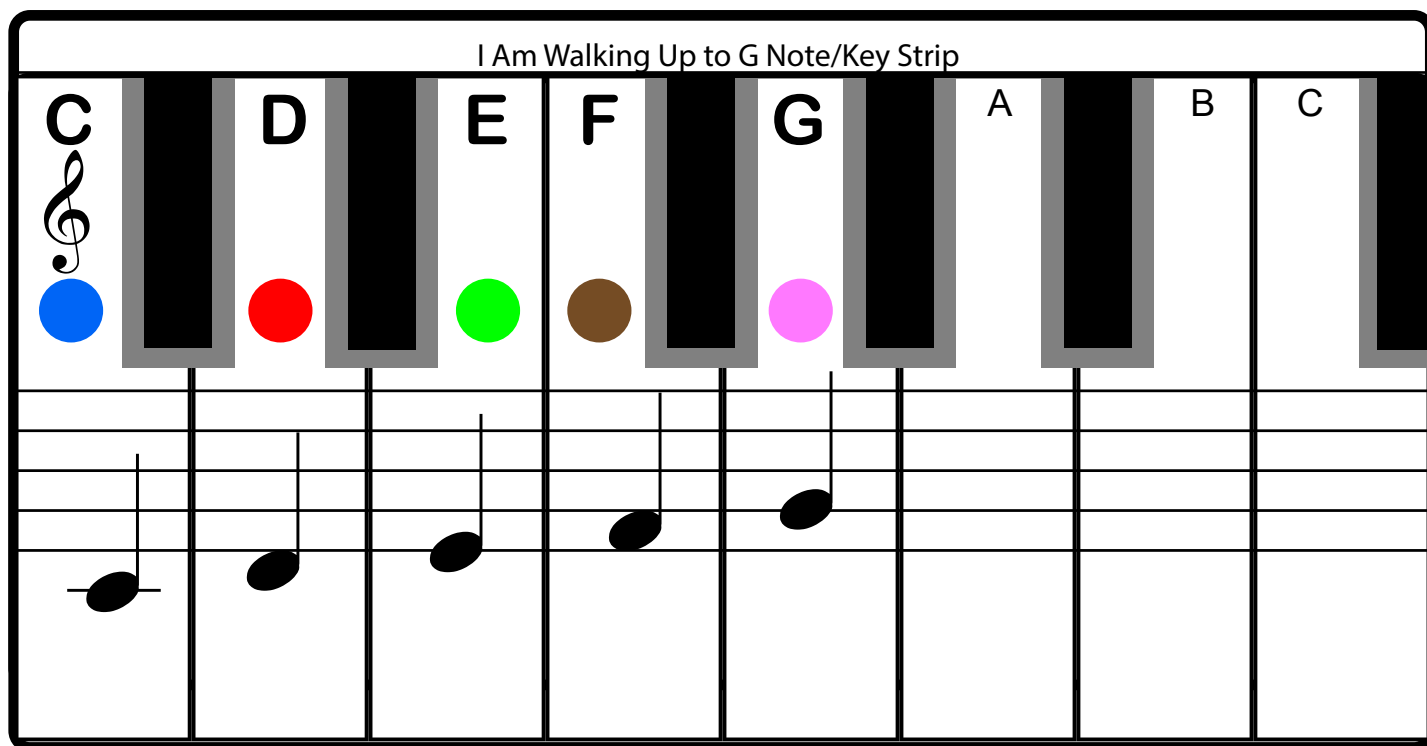


## I Am Walking Up to G

I am walk- ing up to G - . Now I'm go- ing back to C - .







This Note/Key Strip is sized to fit standard piano keys, so it can be placed behind the matching set of keys if desired. Cut out, and use for help in finding the proper key(s) when playing the Stick 'Em Notes activity.

The following two pages are the beginning of actually reading notation. This packet deals with treble clef only from Middle C to the C above Middle C so the treble clef is already in place on the Stick 'Em Notes empty boxes.

Start with the first sheet on page 10 Preparation for this activity can be done by the teacher/parent or student (depending on age and ability).

1. On this sheet and all subsequent "Stick 'em Notes" activities, cut the sheet apart along the middle dotted line and set aside.
2. Cut the little flashcards apart along the dotted lines.
3. Place cut out flashcards right side up on the table near the empty box line.
4. Look at the first note of the already color coded "I Am Walking Up to G".
5. Find the flashcard for that note and using a sticker, tape or glue attach flashcard in that first box following the treble clef box.
6. Do at least one or two more notes, then, using the "box line" find and play those notes on the piano/keyboard using the correct fingers. Use the above Note/Key Strip if needed for both notes and hand position.
7. Continue in same manner until the box line is complete. Practice the line until it is memorized, then proceed to part 2.

Cut out along dotted lines.  
 Glue, tape or attach with stickers into proper lower boxes to match the first line of the song, *I Am Walking Up to G.*

Practice this line until it can be played with ease and is memorized.

Sample with one note "stickered" place....

## I Am Walking Up to G: part 1

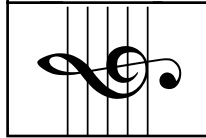
I	am	walk-	ing	up	to	G.			

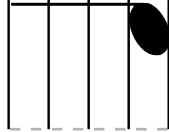

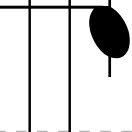


Cut out along dotted lines.  
 Glue, tape or attach with stickers into proper lower boxes to match the second line of the song,

*I Am Walking Up to G.*


Practice this line until it can be played with ease and is memorized.

Sample with one note taped place....

							
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## I Am Walking Up to G: part 2

							
Now	I'm	go-	ing	back	to	C.	

# I Am Amazed

## Introduction

In addition to teaching beginning students how to play the piano, this Bible based piano lesson series is attempting to state some Truths. This song, which ends with “All that I see He gives to me” can be discussed many ways with a child.

Look around. God made beautiful flowers in all different colors, birds that sing all sorts of songs, gorgeous butterflies..... God didn't make these flowers and birds and other things in just one color! He made them all different colors so it would be enjoyable for us to look at them. He gives these things to “me” and every other “me” that lives on earth. God is interested in every person - even knows how many hairs are on your head! Look around!

A child may ask how God made your home. God made all the things necessary to make all the “ingredients” for the home - trees for the wooden boards, etc. Some of you might be able to go into some great detail here explaining how things are made.

I have the words, “for me” quite often in songs. I want children to understand that God is by their side. God is interested in them. Just put your trust in God. The “for me” also means “for you” as well because it means every “me” on earth!

When a student learns to play this song, really encourage him/her to play AND sing... This takes awhile, so repeat the words often, so when the song is completely learned, the words will already be “in your child's head” - as well as yours!

# I Am Amazed

## NOTE RECOGNITION

We continue with the recognition of treble clef notes.

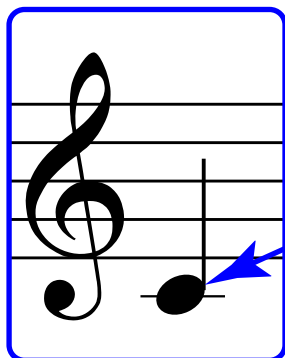
Bass clef notation is not being introduced yet...would be a bit daunting! So, when playing these melodies in parallel, the color coding is used. As usual, learn the right hand well, then add the left hand in parallel using the color coding if necessary.

The “I Am Amazed” song has a hand position which is different from previous hand positions. The fingers don’t just line up on the keys! The names of keys are mentioned frequently, so students realize it is quite convenient that those keys have names. Try to respond to the written note by playing the proper key, however, rather than looking at the note, next calling the note by name and then playing the key. Calling a note by name before playing the key adds a translation step when playing the piano because then one has to decide “which C or D or..” before playing the key. It is better to learn “note to key” from the start - greatly improves sight reading.

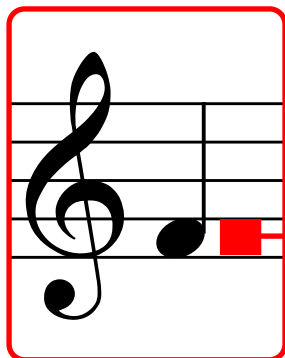
By the end of Packet 2, students should actually be reading the notes from Middle C up to the next C and responding to the correct keys...even if slowly. For very young students, however, just keep using those colors if necessary and take your time with the notes.... Do, however, play those flashcard games introduced with the song “I Am Walking Up to G” and make some more Silly Songs, adding those new notes, the C above Middle C and the A.

“Piano hands” have curved fingers and when jumping around the keys it is much easier to have curved, rather than flat fingers. The video says it all.  
<https://www.youtube.com/watch?v=tchuWB4xaQc>

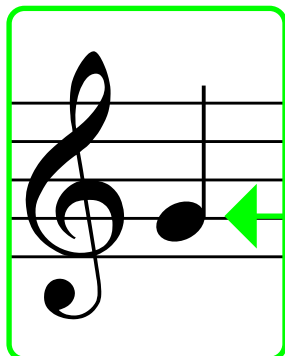
## Find those notes one at a time and **COLOR** Code song notes.



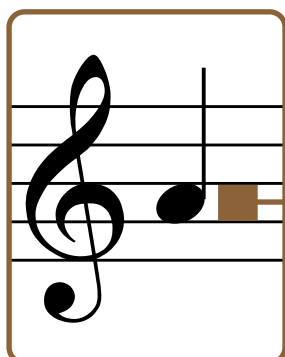
This is our Middle C - hanging below the 5 line staff with a little line through its notehead. That little line is called a ledger line. Mark all the Middle C's with a blue dot or line.



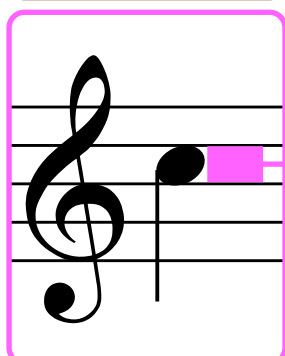
This note that is sitting in that bottom space is our F. We have marked that one before in our Walking Up to G song, but it wasn't red then. Now our red finger has to jump up to F. Mark all these F's with a red dot or line.



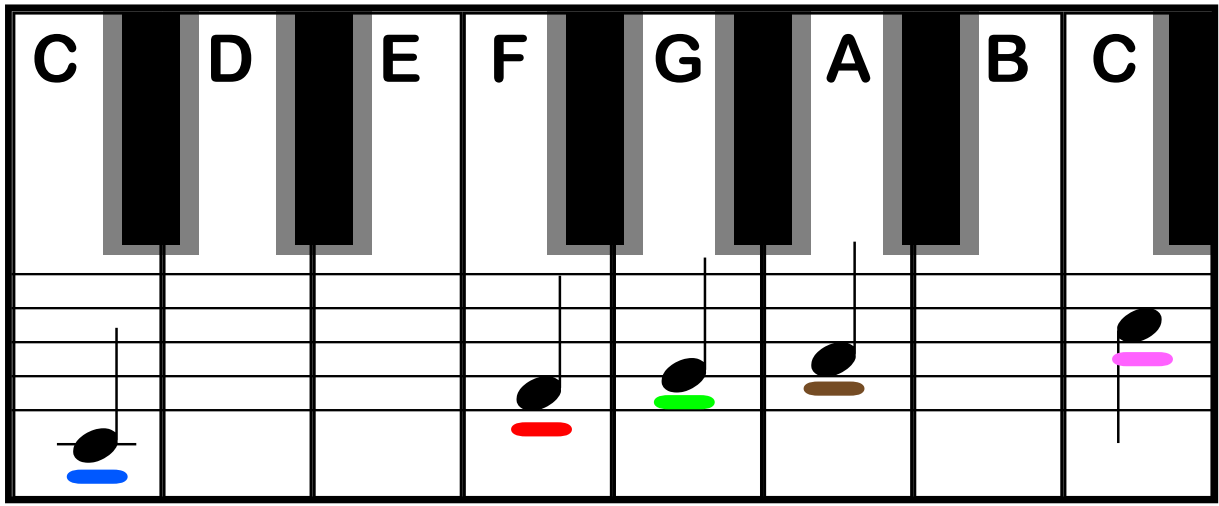
We have also seen this note. We used our pink finger on it in the Walking Up to G song, but in this song we use our green finger, so mark all the G's with a green dot or line.



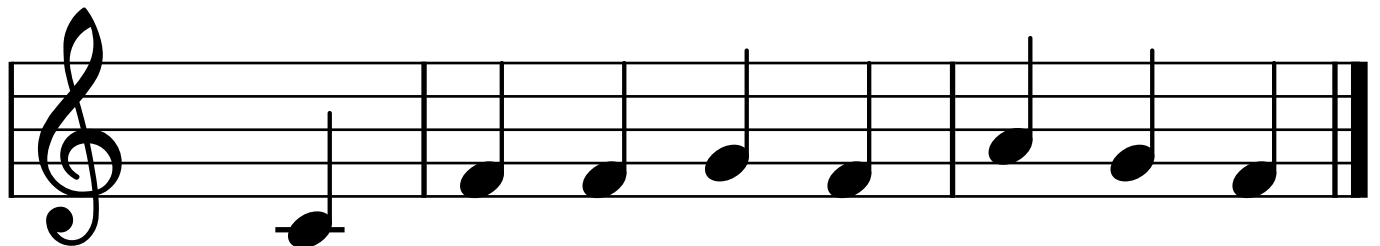
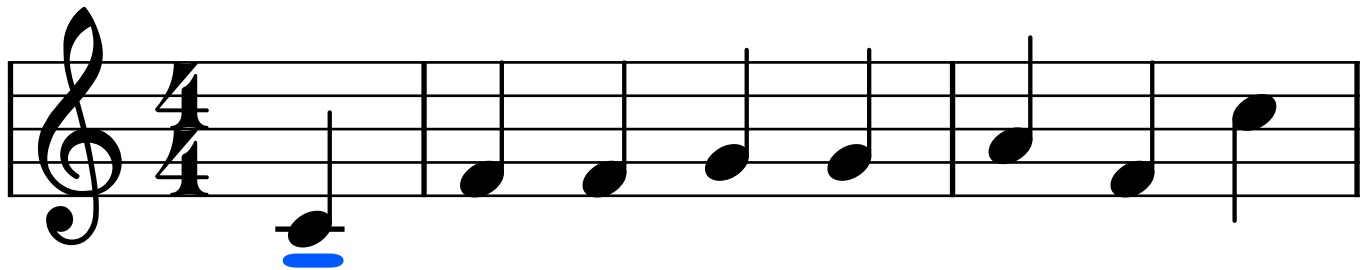
This is a new note. It is sitting between lines 2 and 3 so is in the second space from the bottom. It is an A. So we are going to play on the A key with our brown finger. Mark all the A's with a brown dot or line.



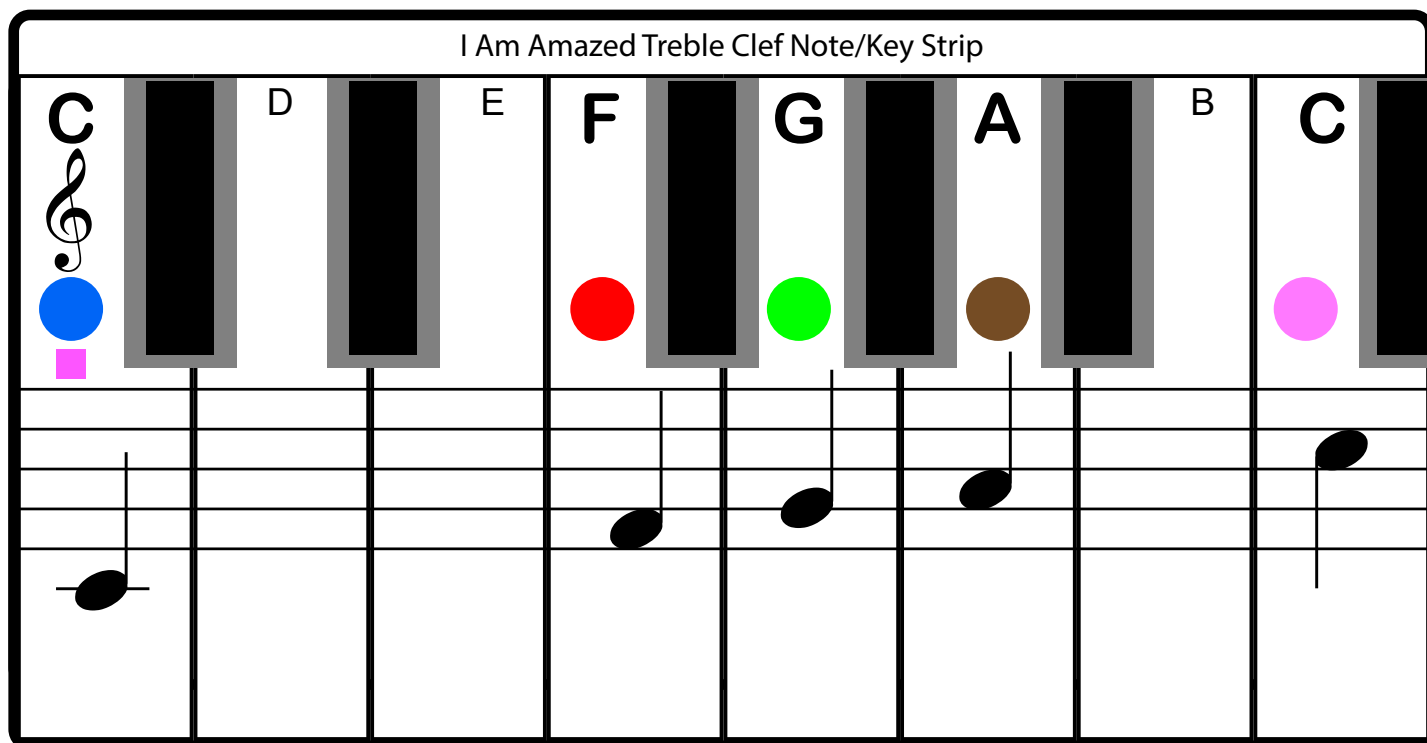
And now we are jumping really high. This notehead is in the 3rd space from the bottom! If you go up - to the right - on the piano keys from Middle C, this is the note for the next C key. Mark all these C's with a pink dot or line.



# I Am Amazed



I a-susm amazed. May God be praised.  
All that I see He gives to me.



## Our New Hand Position

Here is the right hand treble clef Note/Key Strips for use with the song “I Am Amazed”. It has treble staff lines plus the notes used in the song positioned on top of the proper keys. It also has color coded dots indicating proper hand position. Remind students that the color coding is for hand position. We are starting to learn our songs with notes now!

Cut out the Key Strip, line it up behind the proper keys and practice playing those keys so the hand gets used to jumping over keys not played. Play them in the order of:

blue, red, green, brown, pink.


Then play them in the other direction:

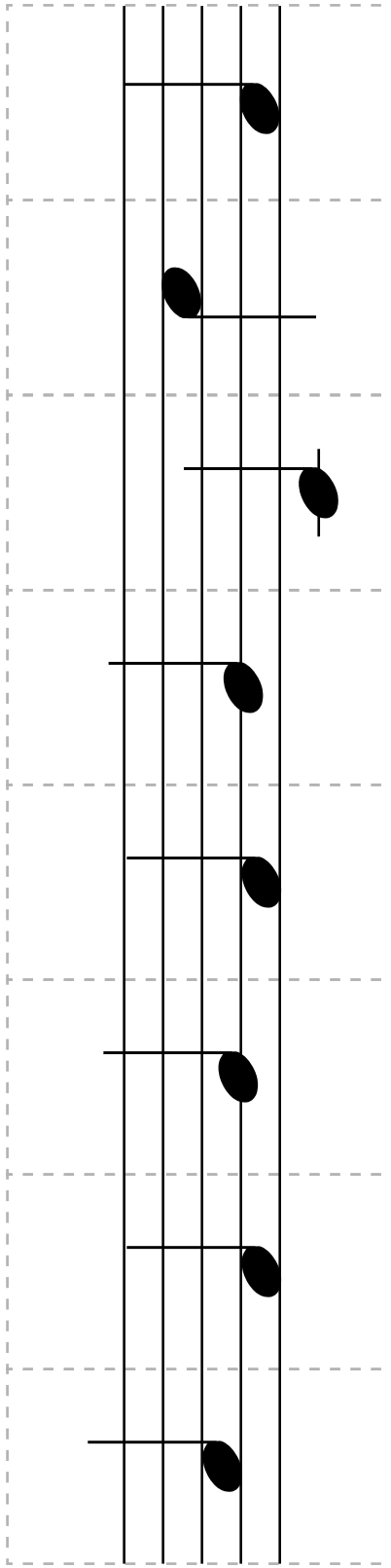
pink, brown, green, red, blue.

Once the hand is getting comfortable, proceed to the Stick ‘Em Notes activity. Go through the same procedure as with the “I Am Walking Up to G” song. When memorized, proceed to the bass clef (left hand) Note/KeyStrip page.


If both the treble and bass Key Strips are used when playing with both hands, just overlap the Middle C’s. If the treble Key Strip ends up on top, that little pink square reminds the student that left hand pink finger also plays that key!



							
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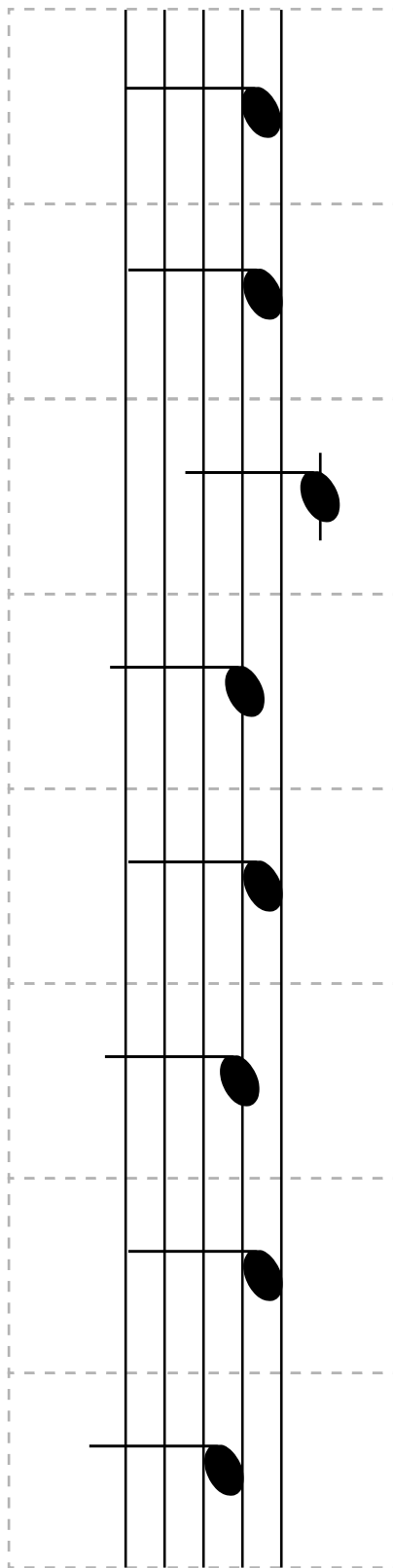
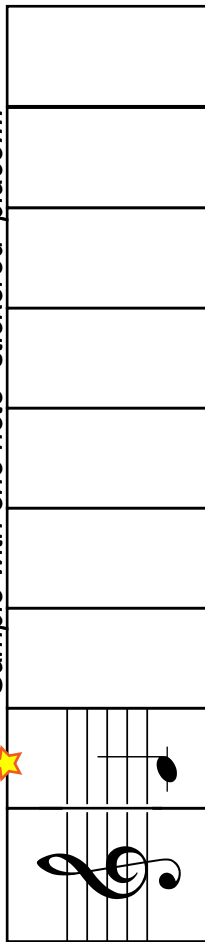
www.anybodycanplay.com  
17

								
I	am	a-	mazed.	May	God	be	praised.	

Cut out along dotted lines.  
 Glue, tape or attach with  
 stickers into proper lower  
 boxes to match the first  
 line of the song, *I Am Amazed*.  
 Practice until memorized.



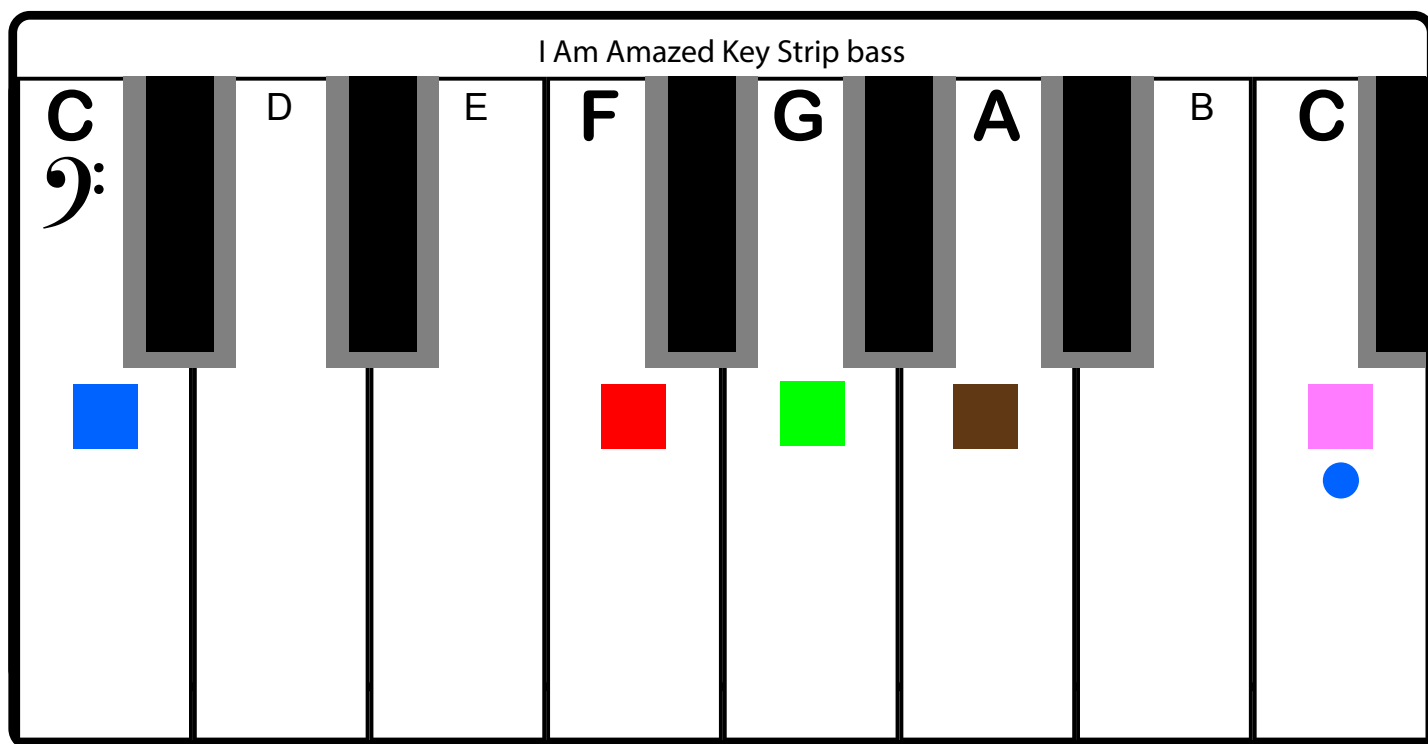
Sample with one note "stickered" place....



## I Am Amazed part 2

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All that I see He gives to me.



After working through the Stick 'Em Notes activity, the right hand part of *I Am Amazed* should be thoroughly learned.....and by looking at the notes! We are not introducing the bass clef (left hand) notes yet - would be way to much to internalize at this point. Hand positions always remain important so this bass Key Strip shows the finger colors on the proper keys.

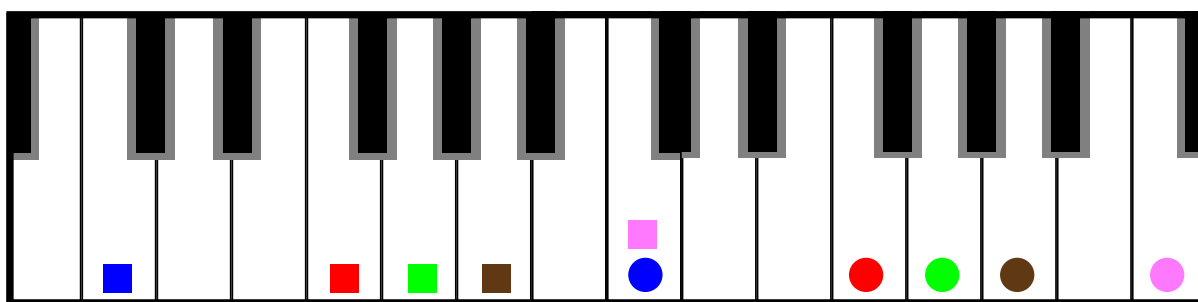
As with the right hand, practice playing “up and down” those keys with the proper fingers so the hand gets used to skipping keys. Then let the right hand start teaching the song to the left hand.

This Key Strip can be used behind the keys as a reminder as “Right Hand” teaches “Left Hand” how to play this song. If the key strips for both treble and bass clefs are used together, simply overlap the Middle C’s since they represent the same key. If this bass Key Strip overlaps the treble Key Strip that little blue dot reminds the student that this key is also played with the right hand blue finger.

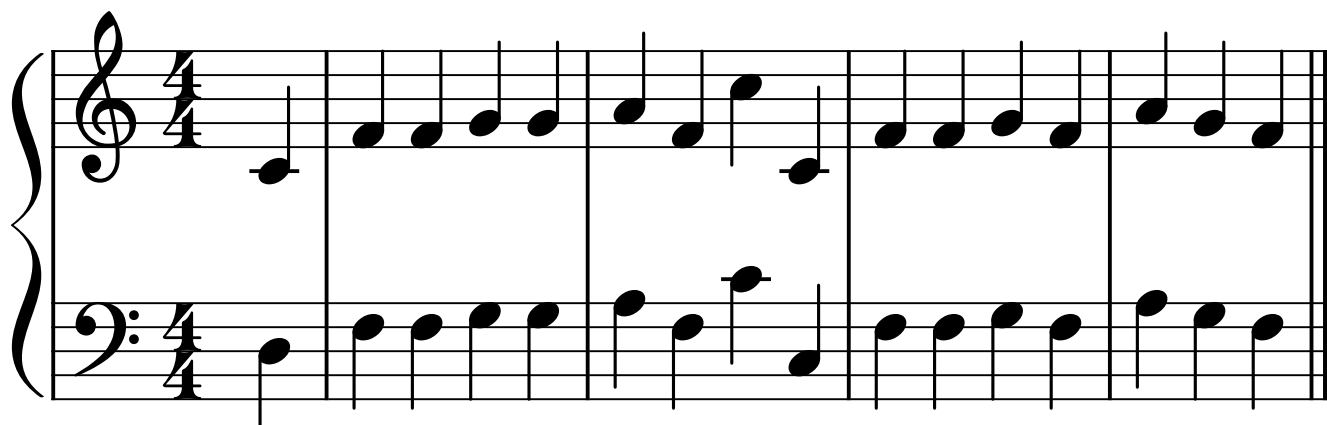
As usual practice until memorized, then play and sing if possible.

As stated countless times, hand position is important, so even if we are starting to read the notes, this hand position key strip is shown. One of the amazing things about our hands is that they get muscle memory, so every position they learn is “filed away” for future use! Amazing!

Notice on this keystrip for hand positions, the Middle C has a blue dot for the right hand and a pink square for the left hand. This is the first time a key is used by both hands at different times.



## I Am Amazed



# WOW! A long song!

“Zacchaeus” is much longer than previous songs, but still has only one hand position. We will continue to learn primarily with notes, even if the Note/Key Strip remains color coded for proper hand position.

Students will learn a few interesting things about longer songs.

First, they tend to have parts that are alike or almost alike, so once a part is learned, it is used again...or at least parts of it are used again.

Second, learning a long song is just like learning a couple short songs ....just a part at a time....only more parts.

Third, it is really great to be able to play a longer song and gives a real sense of accomplishment. “I can do anything...just do a step at a time!”

It should not be necessary at this point to color code the song notes. Simply go through those Stick ‘Em Notes activities a part at a time. Stay on each part until played with ease. With this song, it might be easier to memorize if the words are said or sung. The repeated (or almost repeated) sections become easier when the words have been part of the learning process as well.

Parts 1 through 6 of the Stick ‘Em Notes are the first 3 lines of the song. Point out the nearly repetitious parts of those 3 lines in the learning process.

Note/Key Strips are included so can be used if needed. If you choose to use the Note/Key Strips the hand positions dots are still there. When using both simultaneously, just overlap that Middle C.

This is a song where it might be a good idea to learn one or two parts with those right hand Stick ‘Em Notes, then add the left hand and memorize those parts both hands together before moving ahead.

*Do study the incident involving Zacchaeus and Jesus in Luke 19. It truly does show the love of our Saviour and the fact that people can change.*

Zacchaeus Note/Key Strip: Treble

C D E F G A B C

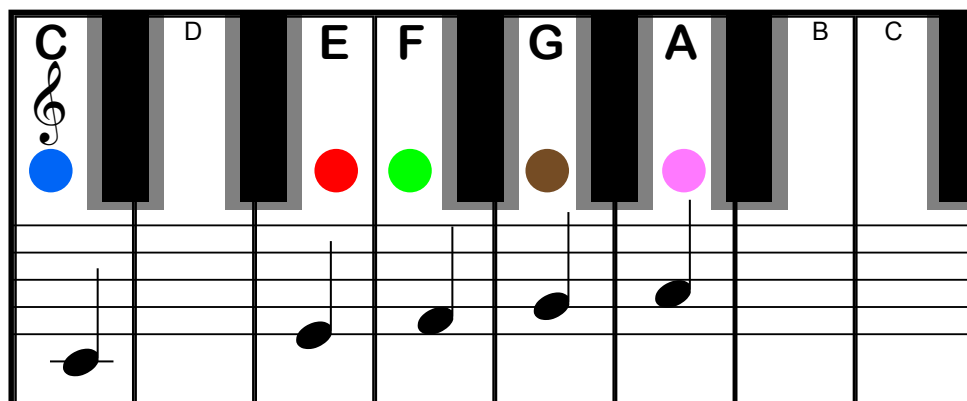
Blue circle, Red circle, Green circle, Brown circle, Pink circle, Black circle, Black circle, Black circle

Zacchaeus Note/Key Strip: Bass

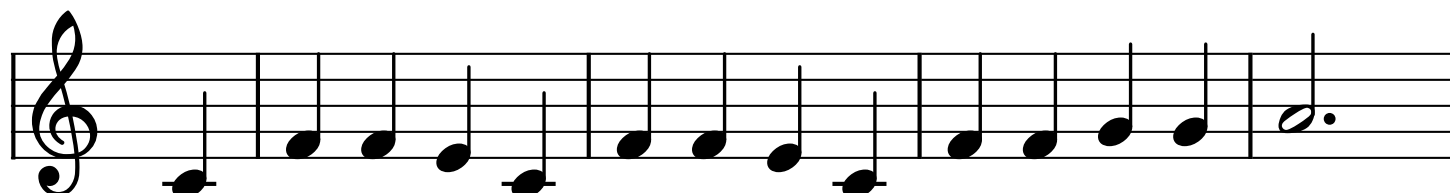
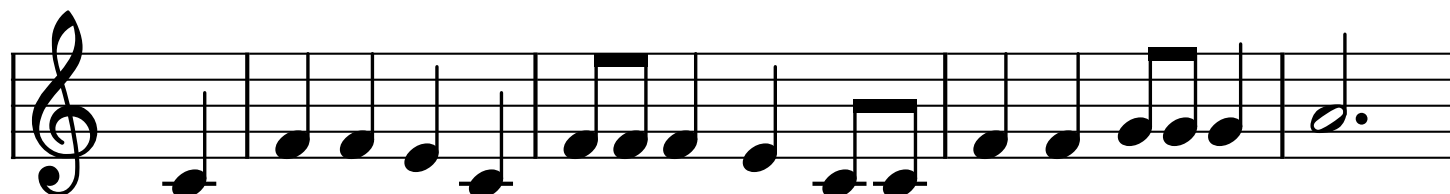
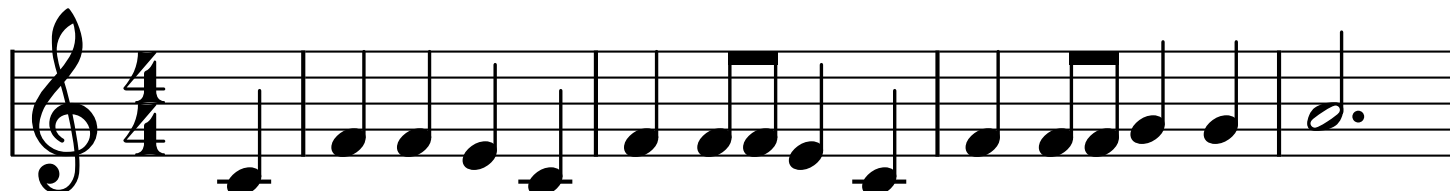
C D E F G A B C

Blue square, Red square, Green square, Brown square, Pink square, Black square, Black square, Black square

## Zacchaeus Note/Key Strip



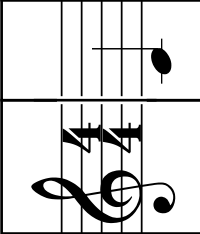
## Zacchaeus

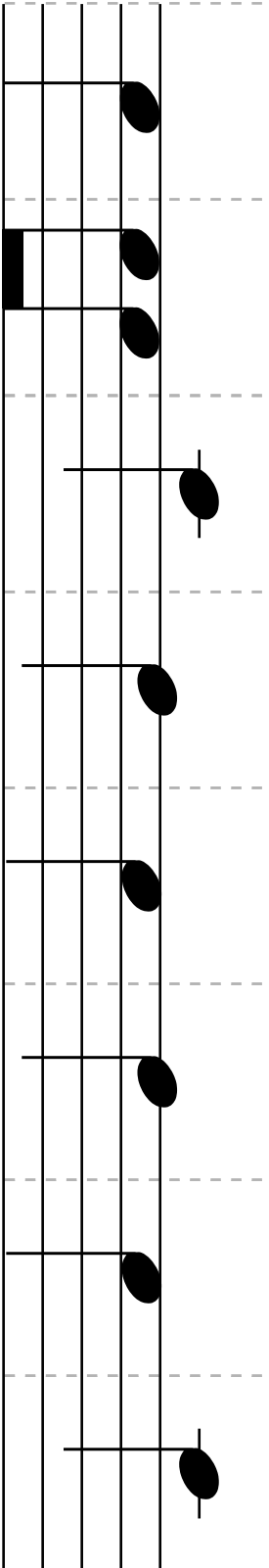


Zac-chae-us was a wee lit-tle man, a wee lit-tle man was he.  
 He climbed up in a sy-ca-more tree for the Lord he want-ed to see;  
 And when the Sav-ior passed that way, He looked up in the tree,

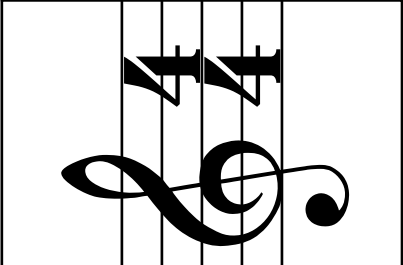
Cut out along dotted lines.  
 Glue, tape or attach with  
 stickers into proper lower  
 boxes to match the first  
 part of the song, *Zacchaeus*.  
 Practice until memorized.

Sample with one note glued into place....

							
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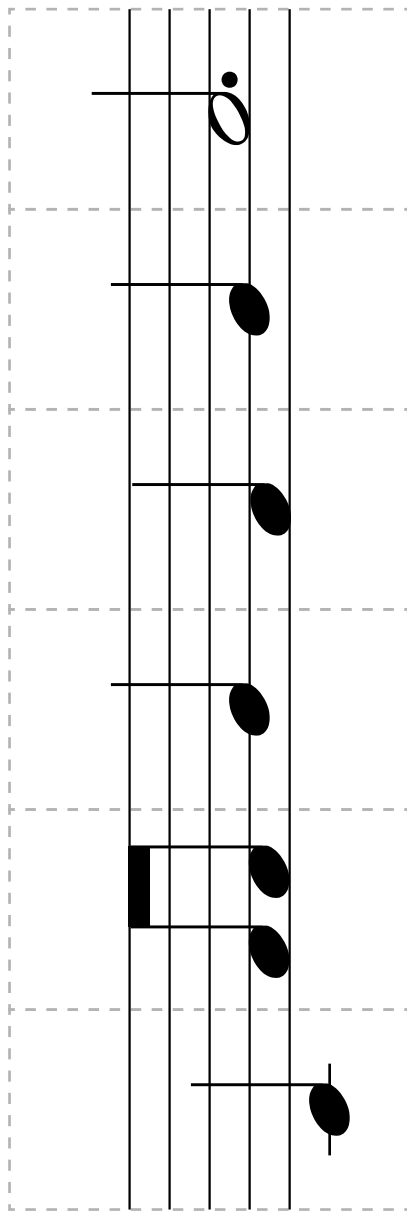
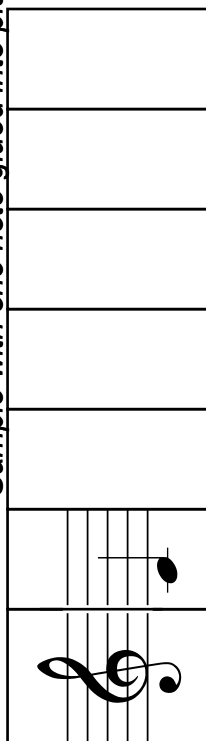
							

## Zacchaeus part 1








							
Zac-	chae-	us	was	a	wee	lit-tle	man,



Sample with one note glued into place....



# Zacchaeus part 2

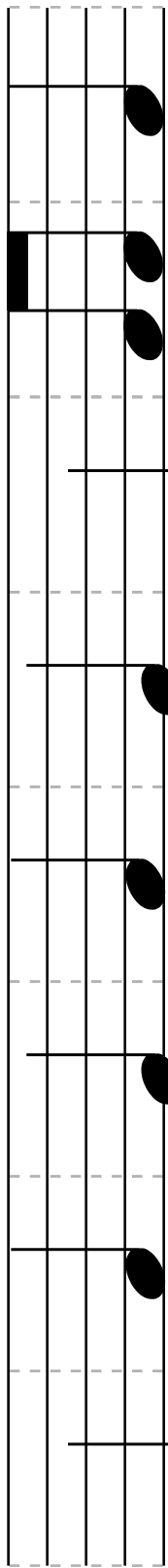
						
A	wee	lit-tle	man	was	he.	

Cut out along dotted lines.  
 Glue, tape or attach with  
 stickers into proper lower  
 boxes to match the third  
 part of the song, *Zacchaeus*.  
 Practice until memorized.


Sample with one note "stickered" into place....



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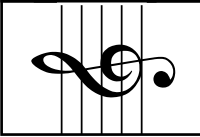


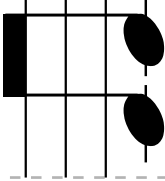
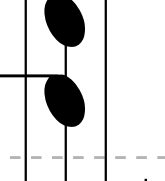
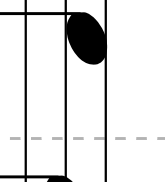
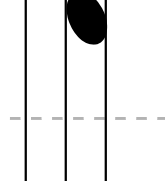
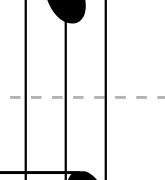
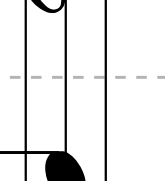




## Zacchaeus part 3

								
He	climbed	up	in	a	sy-ca-	more	tree	


Cut out along dotted lines.  
 Glue, tape or attach with  
 stickers into proper lower  
 boxes to match the fourth  
 part of the song, *Zacchaeus*.  
 Practice until memorized.

Sample with one note glued into place....

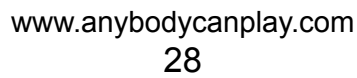
						
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## Zacchaeus part 4

							
for	Lord	he	wan-ted	to	see;		

<i>Sample with one note glued into place....</i>						

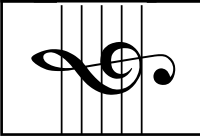


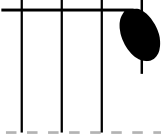
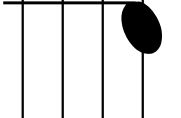
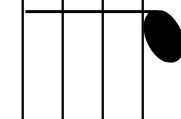
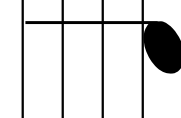
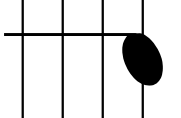
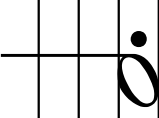

# Zacchaeus part 5

								
And	when	the	Sa-	vior	passed	that	way,	


Cut out along dotted lines.  
 Glue, tape or attach with  
 stickers into proper lower  
 boxes to match the sixth  
 part of the song, *Zacchaeus*.  
 Practice until memorized.

Sample with one note glued into place....

						
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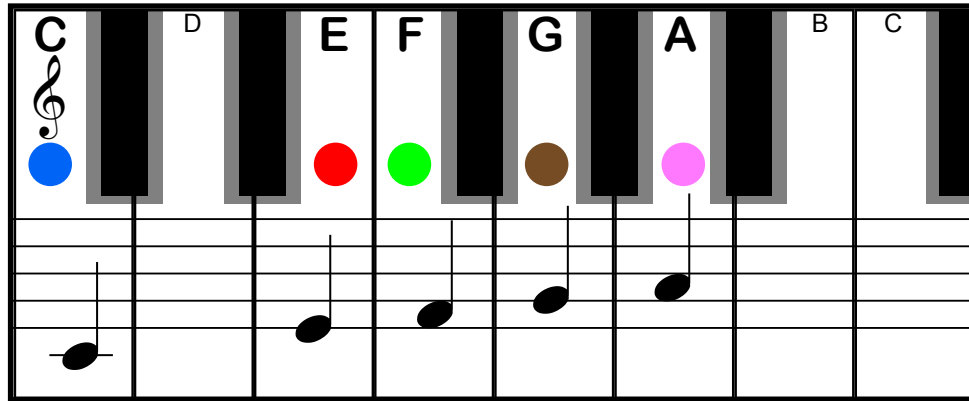
						

## Zacchaeus part 6

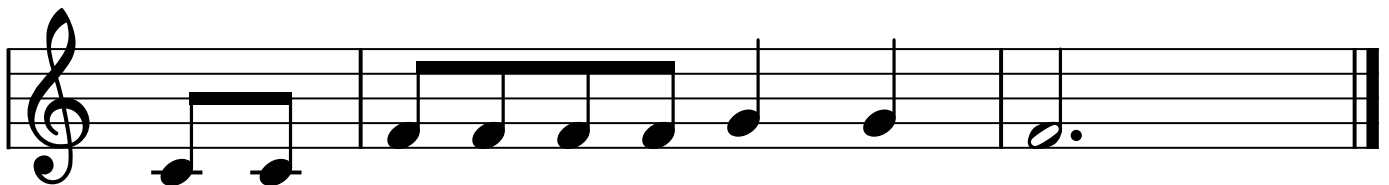
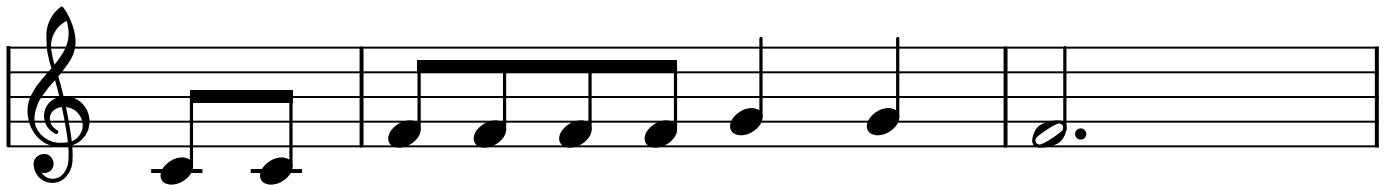
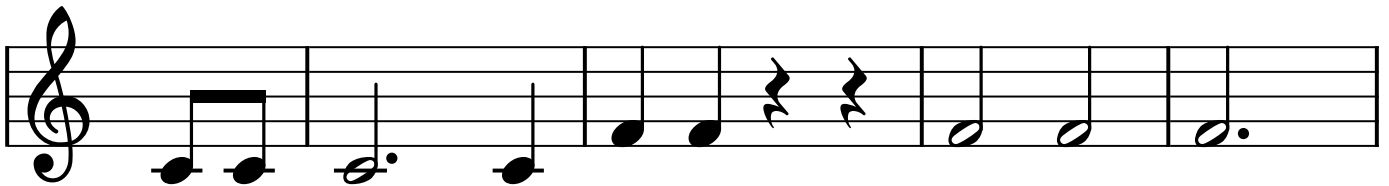
						
He	looked	up	in	the	tree,	

Continue working on this last part of Zacchaeus with the Stick 'Em Notes. When right hand is learned, add the left hand. Memorize and sing (if possible). This is such a fun song to sing!

## Zacchaeus Note/Key Strip



## Zacchaeus cont.



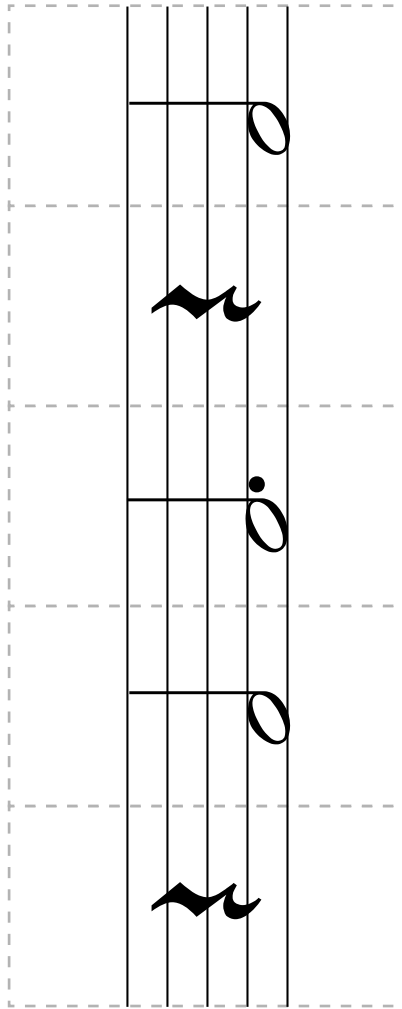
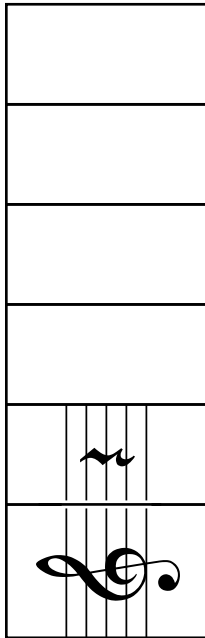
And He said, “Zac-cha-eus, you come down.  
For I’m com-ing to your house to-day; For I’m com-ing to your house to-day.”

Sample with one note glued into place....

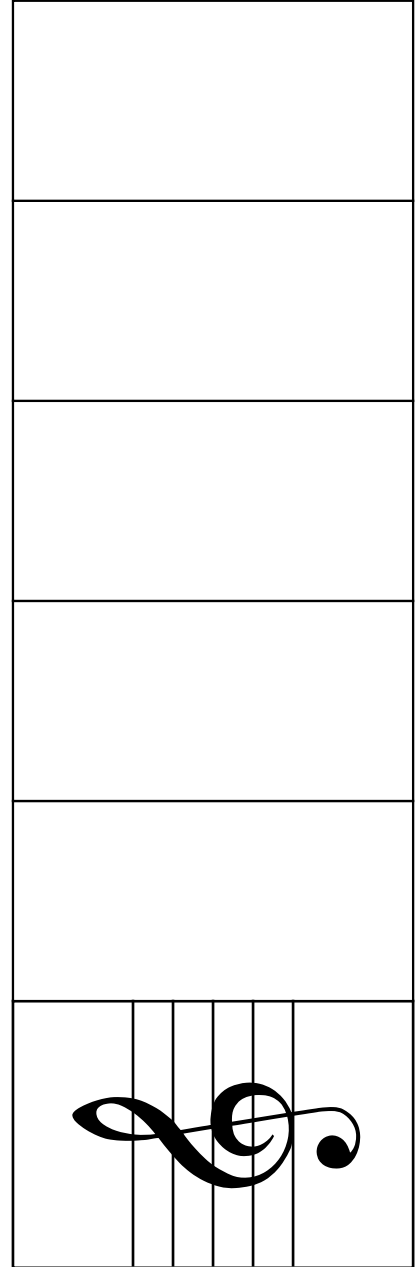


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31

Cut out along dotted lines.  
 Glue, tape or attach with  
 stickers into proper lower  
 boxes to match the eighth  
 part of the song, *Zacchaeus*.  
 Practice until memorized.



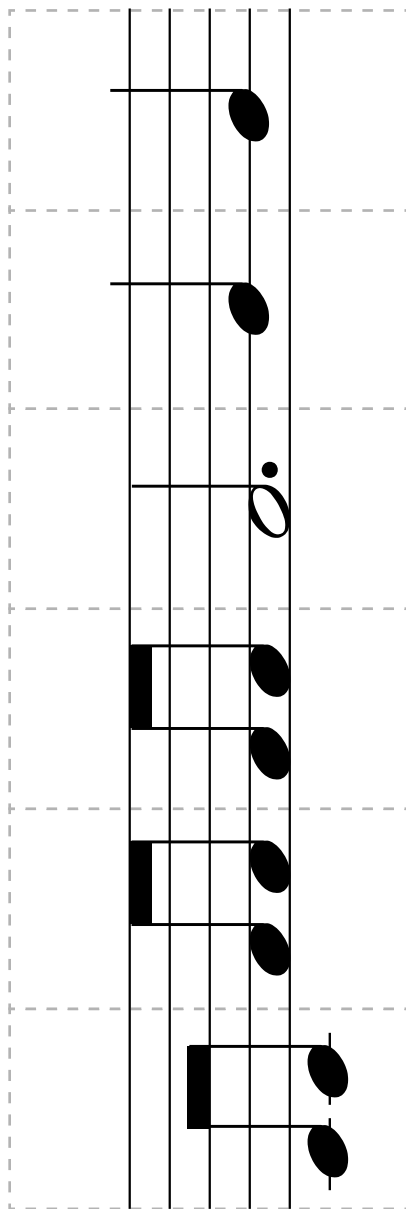
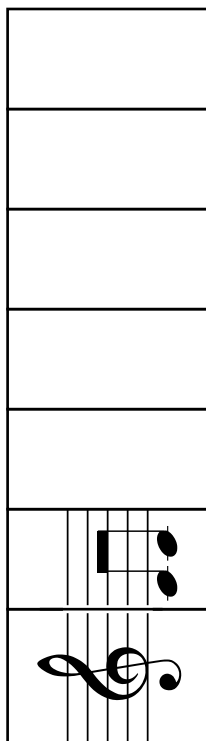
## Zacchaeus part 8



you      come      down.



Cut out along dotted lines.  
 Glue, tape or attach with  
 stickers into proper lower  
 boxes to match the ninth  
 part of the song, *Zacchaeus*.  
 Practice until memorized.

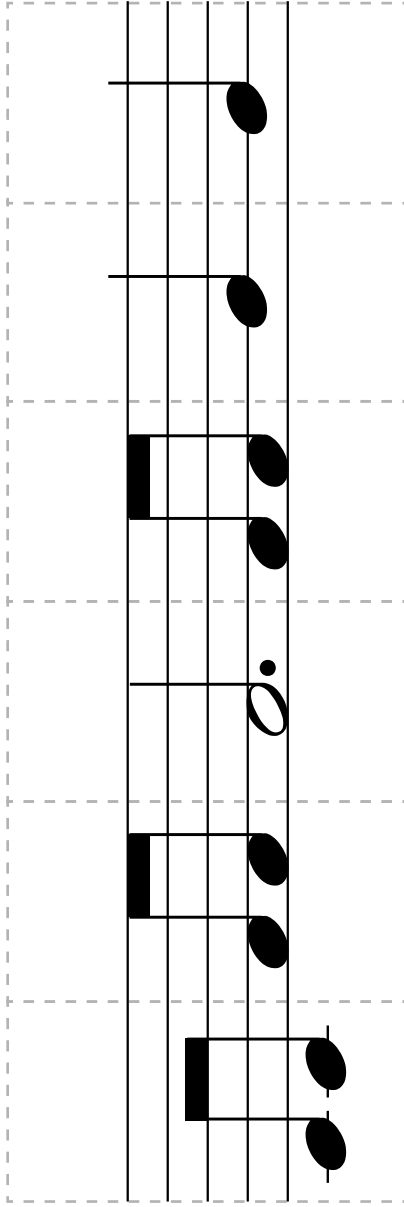


## Zacchaeus part 9

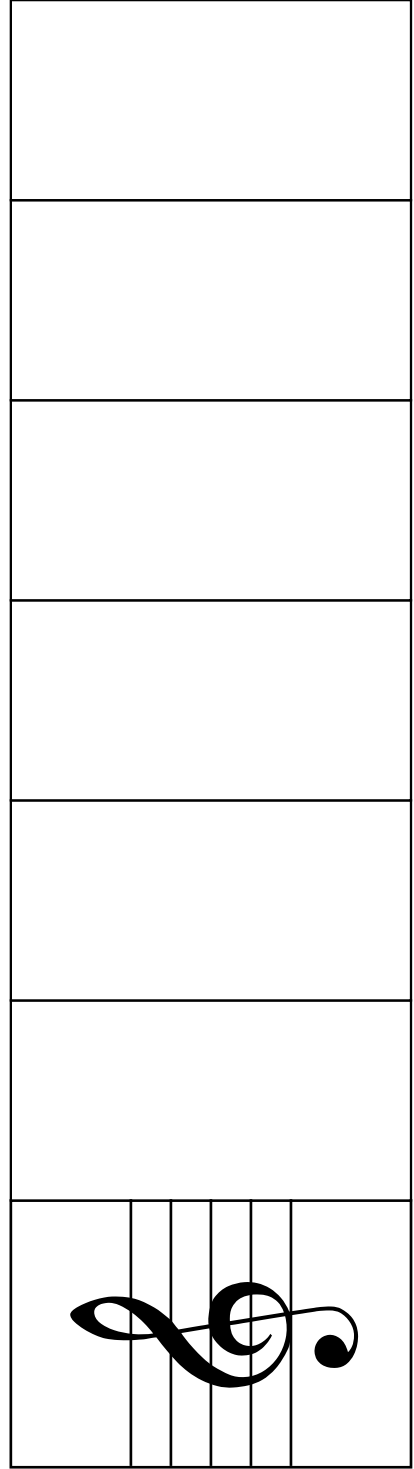
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For I'm com-ing to your house to- day;

Cut out along dotted lines.  
 Glue, tape or attach with  
 stickers into proper lower  
 boxes to match the tenth  
 part of the song, *Zacchaeus*.  
 Practice until memorized.

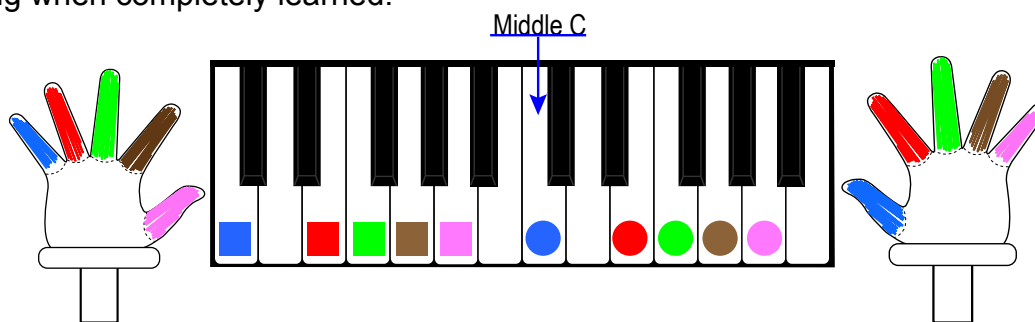


## Zacchaeus part 10

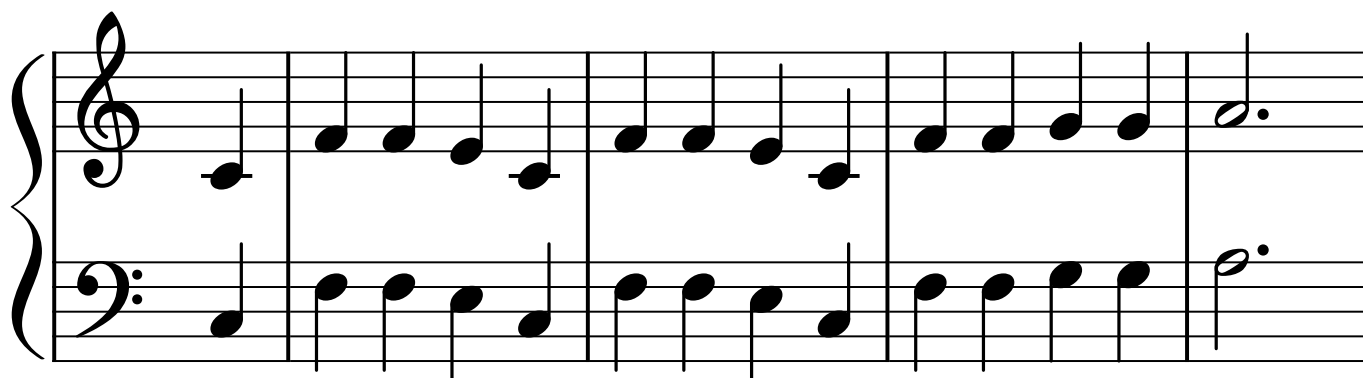
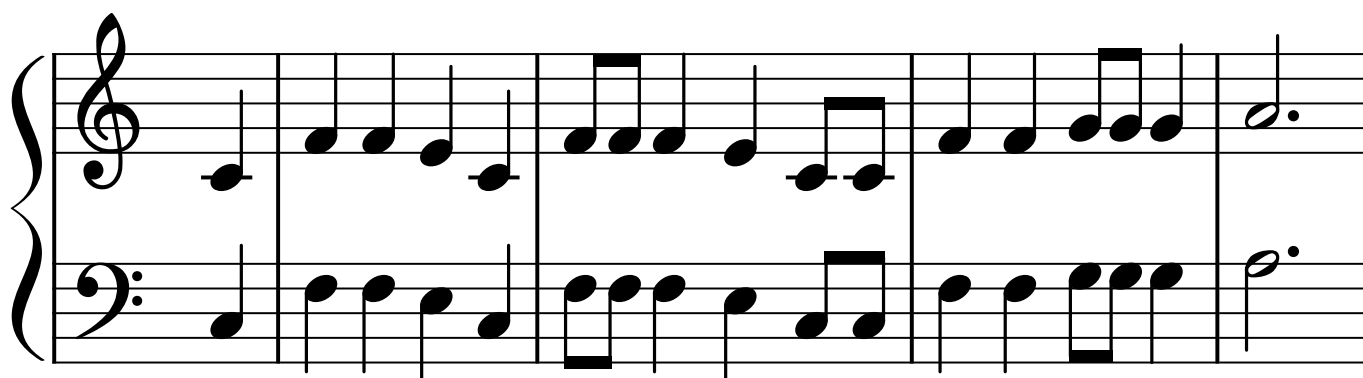
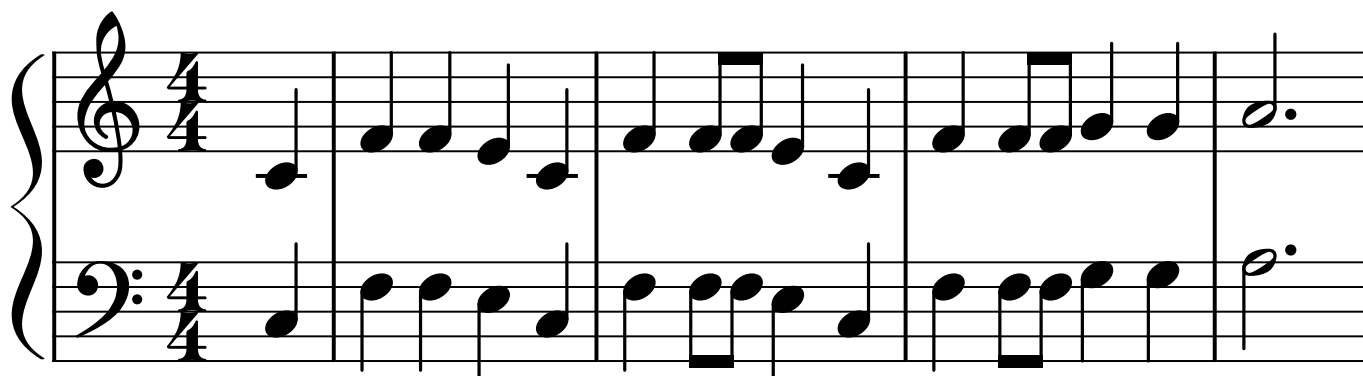


For I'm com-ing to your house to- day."

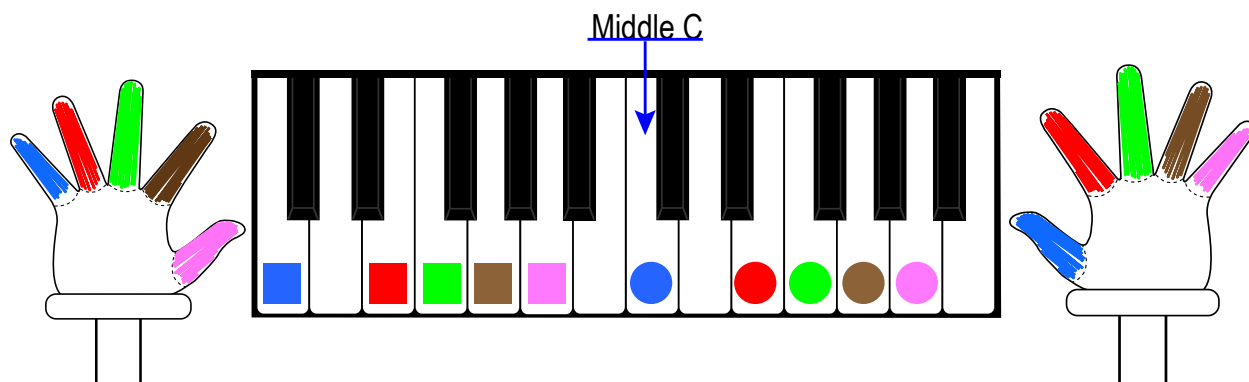
Play with both hands together. Use the treble & bass note/key strips if needed.  
Color code if desired.  
Play and sing when completely learned.



## Zacchaeus

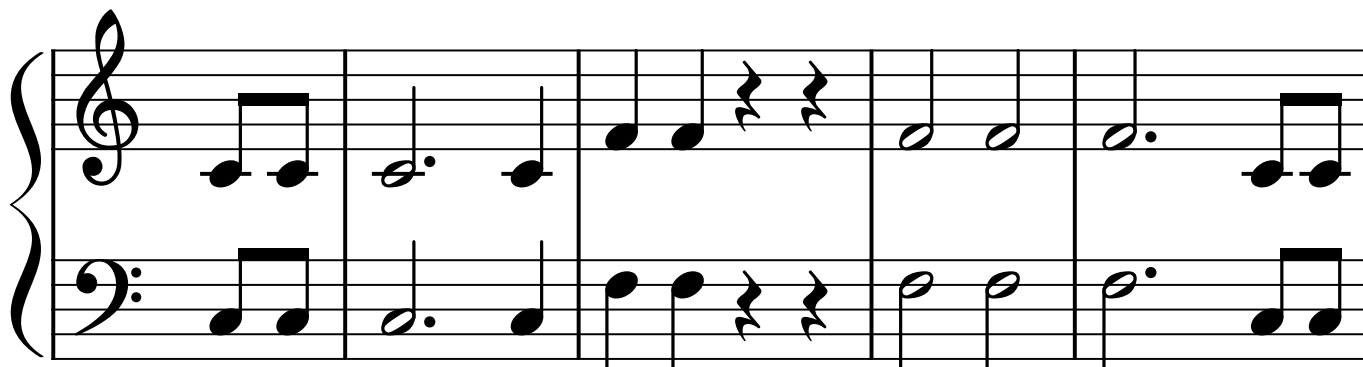


Continue working on Zacchaeus, using treble and bass note/key strips if needed.  
When learned, keep practicing until memorized and can be played and sung simultaneously.



Zac-chae-us was a wee lit-tle man, a wee lit-tle man was he.  
He climbed up in a sy-ca-more tree for the Lord he want-ed to see.  
And when the Sav-ior passed that way, He looked up in the tree,  
And He said, "Zac-chae-us, you come down,  
For I'm com-ing to your house to-day;  
For I'm com-ing to your house to-day.

## Zacchaeus cont.



# Come Lord Jesus

The words for “Come Lord Jesus” are the words of a familiar prayer prayed before eating. Now it can be sung, if desired, with a spoken “Amen” at the end.

---

By this time students should be getting used to looking at notes for the right hand (treble clef notes). They have even learned a long song!

So now we add something new....the hand position changing in the midst of the song....and also learning our right hand finger numbers!

Since we are now moving around the keys, it is time to start using our right hand finger numbers since their main purpose is showing hand positions.

Blue finger is finger 1,

red finger is finger 2,

green finger is finger 3,

brown finger is finger 4, and

pink finger is finger 5.

Remember this is for the right hand only. Left hand fingering is different.

Practice playing the keys in the first position going up, (“Play blue 1 on C, now red 2 on D”....etc.) then come down, switching to the second hand position at the proper time - “Play green 3 on F, now move your hand over and play green 3 again on E.”

Going up: ● 1(C), ● 2(E), ● 3(F), ● 4(G), ● 5(A)

Coming down: ● 5 (A), ● 4(G), ● 3(F), ● 3(E), ● 2(D), ● 1(C)

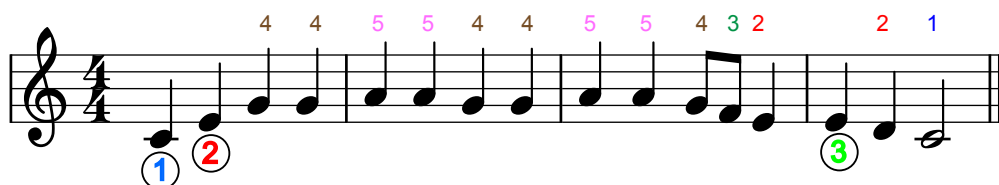
You will notice that the key strip with the second hand position has some dotted dots. Only 3 keys are played while in the second hand position, but the other fingers move into second position even if they don’t play a key.

If desired, color code all the notes on the page using the hand position color coded key strips. All the notes are color coded in the music the first time they appear. Hand position two is already color coded since each note is only played once.

## FINGER NUMBERS continued:

Finger numbers in music help us with our hand positions. Here is a copy of the song with the finger numbers.

Note the 3 circled numbers.



The circled numbers 1 and 2 indicate the first hand position. It is assumed that all the fingers after number 2 would just line up key by key on the piano like those tiny numbers printed above the keys. (In regular music, those tiny finger numbers above the keys would not appear.)

When the circled number 3 appears, it “tells us” to move our hand over one key so we have enough fingers left to go from E down to C. Again, it is assumed that all the fingers would move over.

## HANDS TOGETHER

When playing hands together, line up both hands so the colors match. If you wish, use the Note/Key Strips.

These Keystrips are not just for this song. They are meant to be used for all songs from this point on...the bass clef notes are just a preview for you....you will learn about those bass clef notes later. Use one of your blank bass clef KeyStrips if the notes are confusing.

Again, take your time.

Let your hands learn to move in the middle of a song.

These are general Note/Key Strips that can be used with any song within this range.  
Place in proper location behind keys on piano/keyboard.  
When used together, remember to overlap the Middle C keys (either direction)  
since they are the same key.  
Use whenever needed.

Middle C  
↓

**TREBLE NOTES: Middle C up to next C**

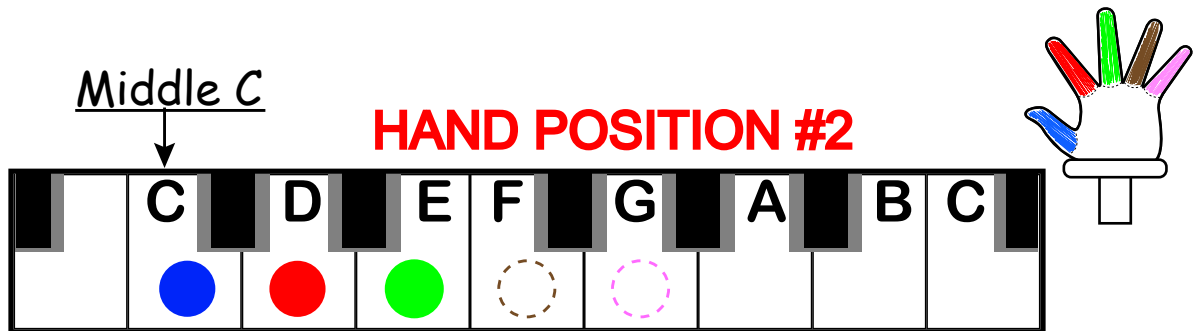
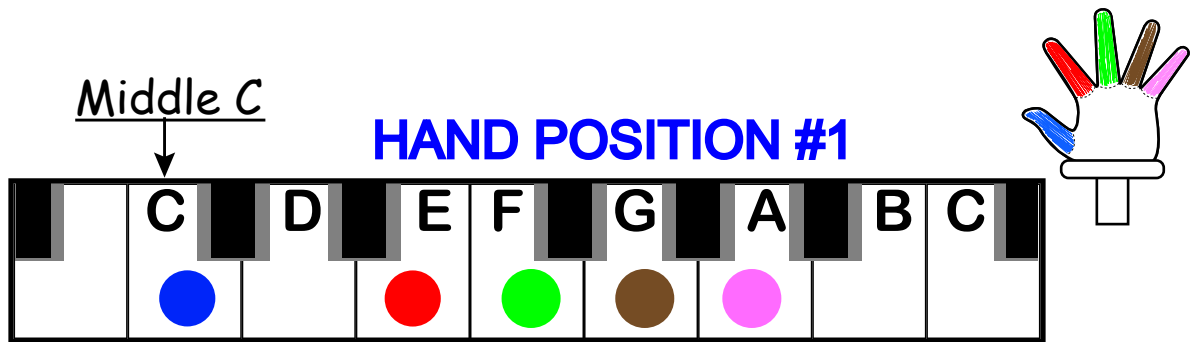
C D E F G A B C

**BASS NOTES: C below Middle C up to Middle C**

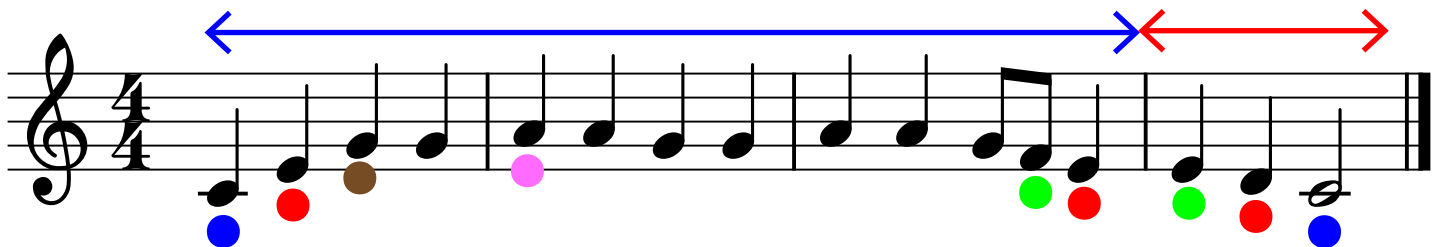
Middle C  
↓

C D E F G A B C

Two Hand Position Song:  
Come Lord Jesus



# Come Lord Jesus

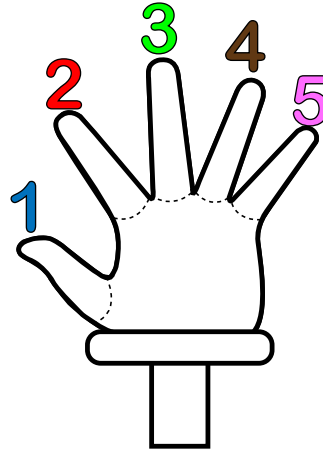


Come Lord Je- sus be our guest and let these gi-fts to us be blest.

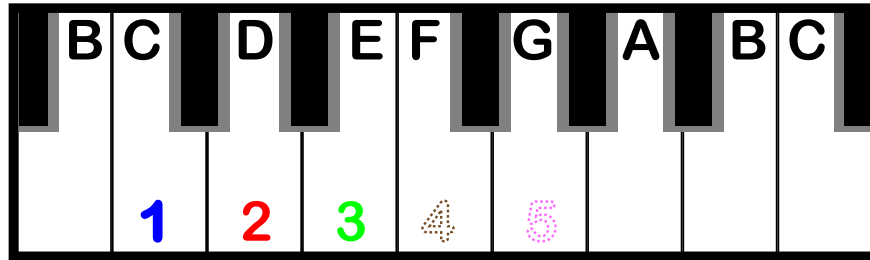
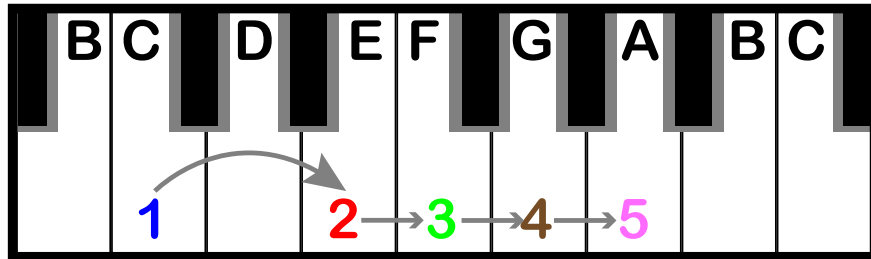


# Come Lord Jesus

Right Hand finger numbers!  
 Right Hand blue is 1.  
 Right Hand red is 2.  
 Right Hand green is 3.  
 Right Hand brown is 4.  
 Right Hand pink is 5.



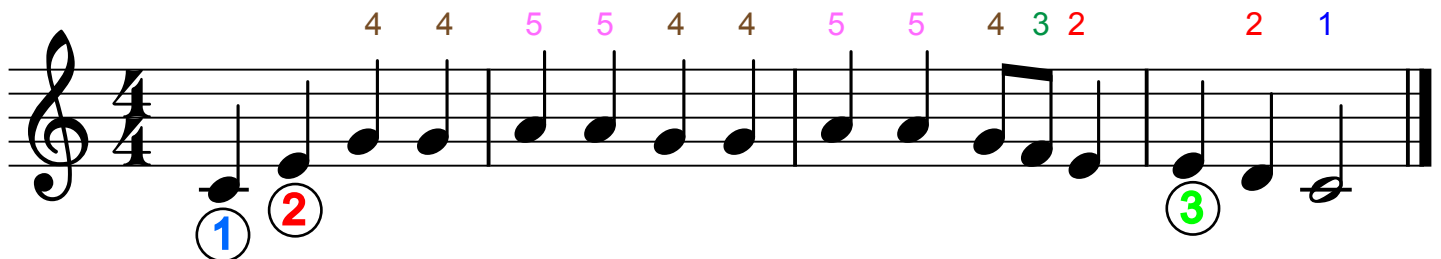
First Hand  
Position



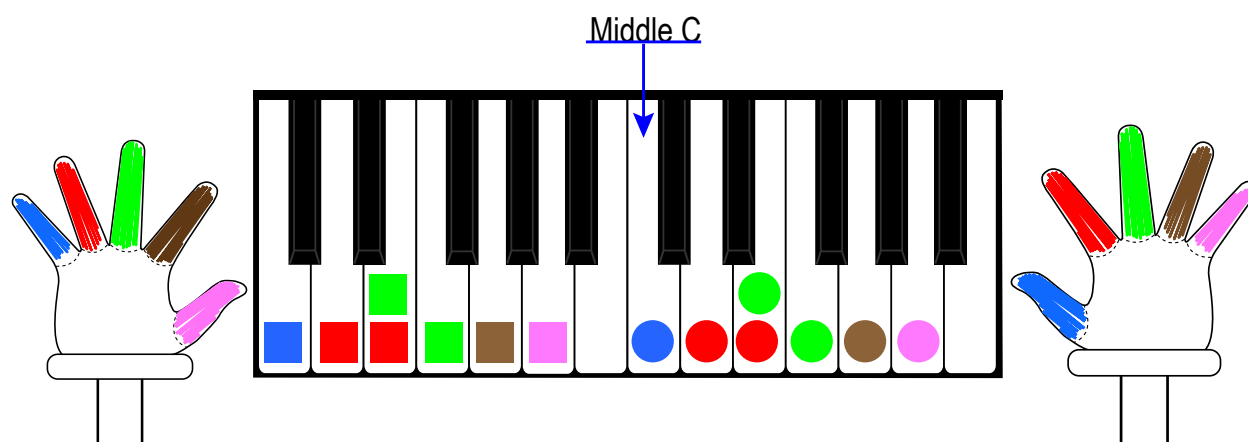
Second Hand  
Position



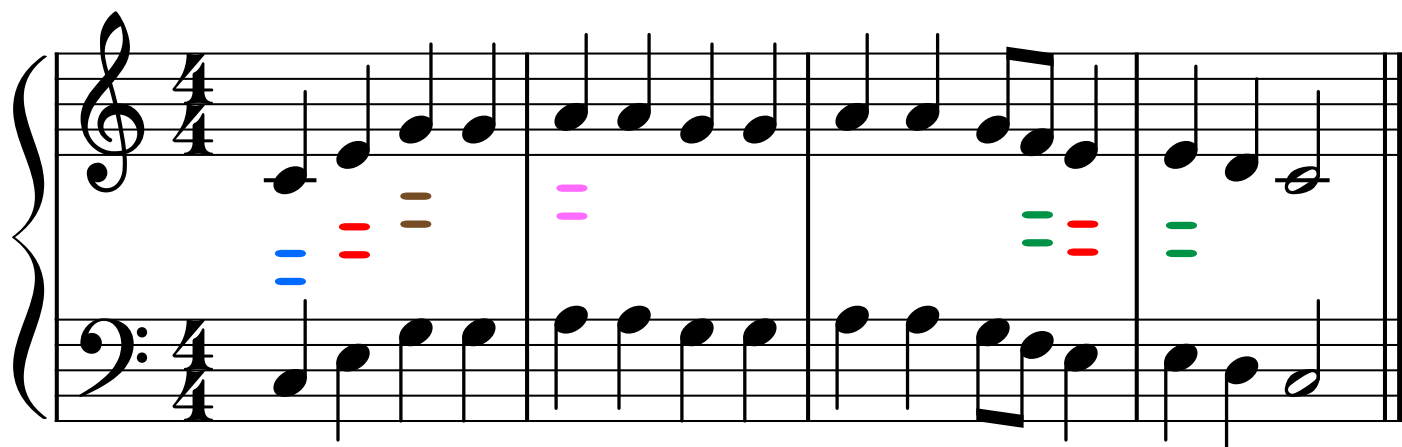
Only 3 finger numbers (the circled ones) are needed  
to show these two hand positions! WOW!



Remember those two different hand positions and move both hands the same way.  
Memorize and if possible play and sing simultaneously.



## Come Lord Jesus



Come Lord Je- sus be our guest  
and let these gi-fts to us be blest.

# Just To See

Here again, I stress that God has made wonderful things for “me”. God has made these things for every “me”. He is concerned about every human being - big and small! Emphasize how absolutely fantastic that is!

He has made all these things for everyone - even those who, unfortunately, do not know Him.

Go for a walk with your child/student or just look around.

There are colors,  
beautiful shapes,  
wonderful scents,  
great sounds.....

Keep reminding children that EVERYTHING they see, God has made. Man has just used the things that God has made in order to put together other things....and God has made everything that can be used by men and women.

This song stresses what we see, but you can go many steps further....

Just think, God has even made it possible for our fingers to move in certain ways so we can even make a song playing keys on the piano! And we can sing...and we can hear and repeat rhythms....

# Just To See

## LINES 1 & 2

Here is another song with changes in hand position within the song. Notice the fingering in that first line - just enough so the player knows to move his/her hand. The “Hand position changes” box shows not only the fingering, but still has color coding as well.

Practice the part of the song that is within the box so the hand gets used to changing position repeatedly on the same note with ease. Then begin practicing lines 1 and 2 - step by step. Color code if desired. All the notes under the green line are in the same hand position.

## LINES 3 & 4

These lines are in the same hand position as shown in the hand position box. Color code if desired. Notice how the fingering shows hand position.

At this point the student should have listened to the song enough to know the rhythm. If not, using the notes, tap through the song with fingers of one hand while pointing to the notes with the proper fingers of other hand:

1. Tap evenly and play two eighth notes per tap (tap and).
2. Tap 2 times for half notes (tap, hold).
3. Tap one time for quarter notes (tap).
4. Tap one time for the quarter rest (tap).

Tap on a table. When the hand is up in the air in between taps, that is the “and” of the eighth note.

If it is difficult to point to the notes of the song while tapping with the other hand, just play a game, “walking” with fingers on the table while the other hand taps:

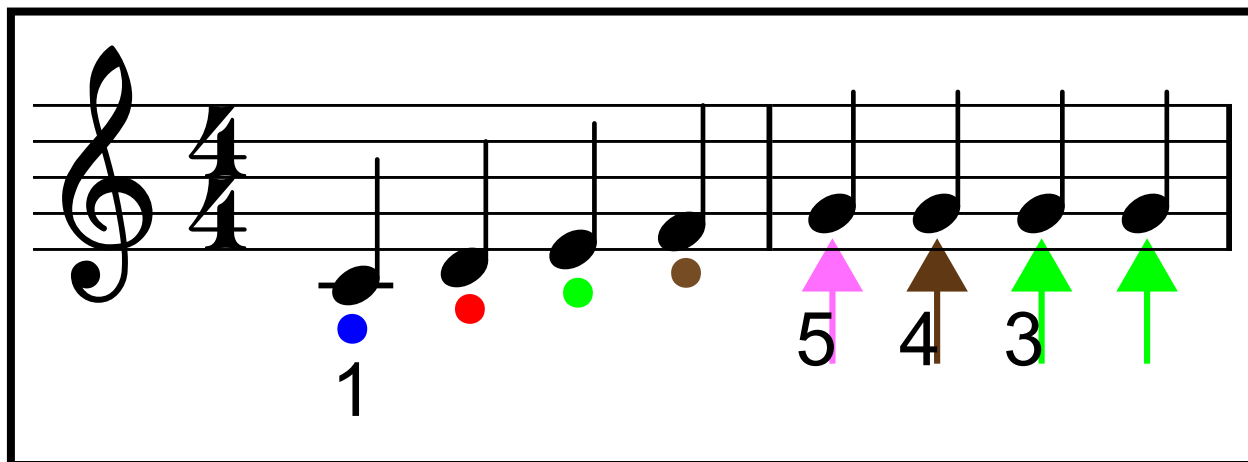
1. First do lots of quarter notes;
2. then eighth notes;
3. then half notes;
4. then quarter rests, saying “shhh” for each tap.

When the right hand can play the song well, add the left hand. Again, the fingering is right hand fingering. Keep using color coding for both hands.

When seeing right hand notation, playing the correct key should be an automatic response. Remember, there are lots of note reading activities in Packet Two B.

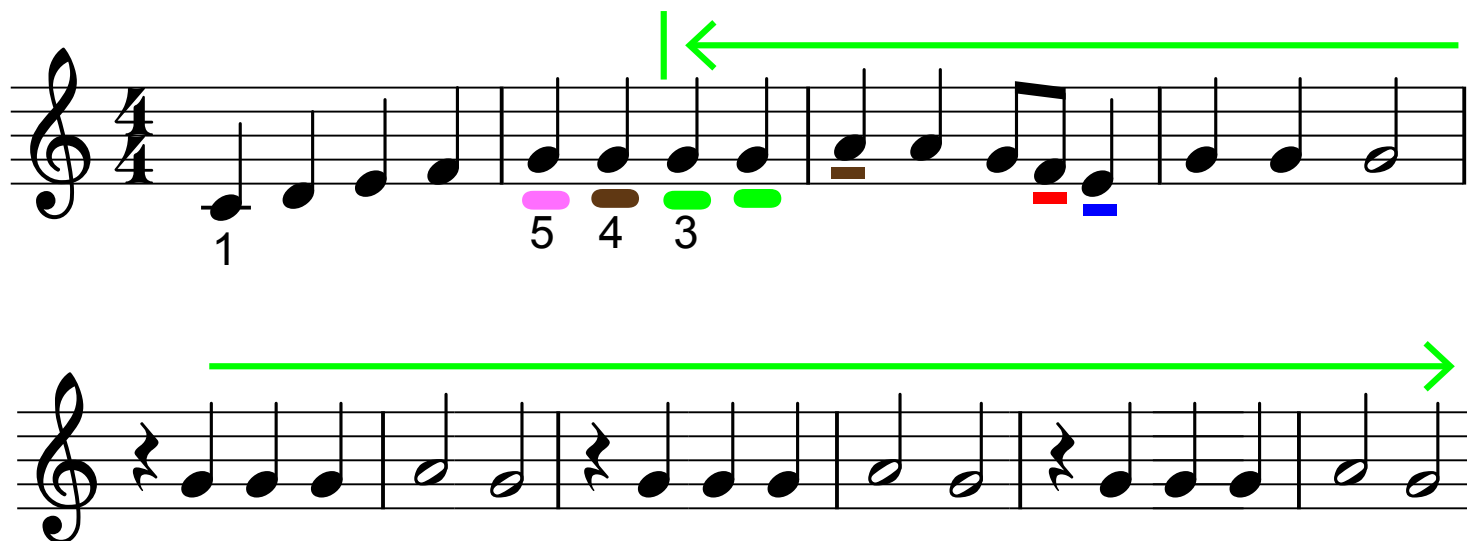
# Just To See

## PART 1: Hand position changes



# Just To See

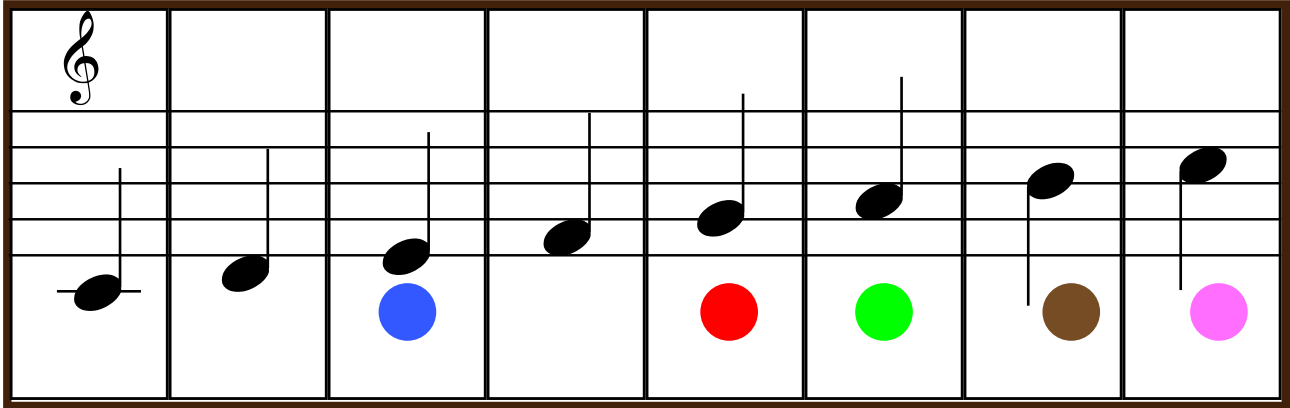
## LINES 1 & 2



I am walk- ing just to see some things that Go- d has made for me.  
The sun is shin- ing. The clouds are float- ing. The birds are sing- ing.

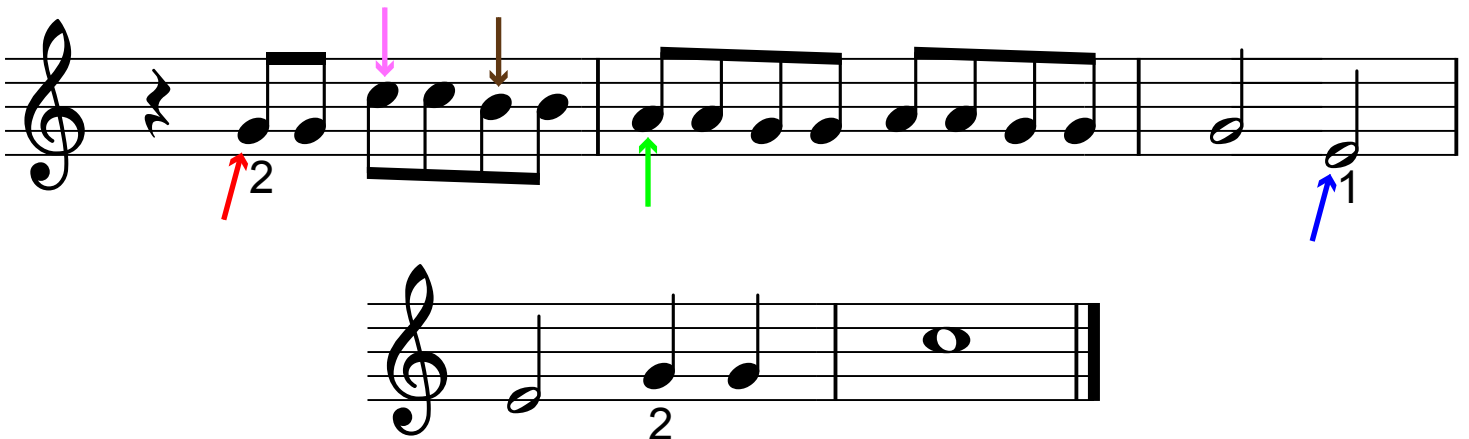
# Just To See

NOTE/KEY Strip for "Just To See" Hand position: Lines 3 & 4



# Just To See

LINES 3 & 4



And a bu- ter- fly is lan- ding on a flow- er that is bloom- ing.  
WOW! Thank you Lord!

Remember, once that right hand can play this song,  
add the left hand. Memorize and, if possible, play and sing.

# Just To See

Lines 1 & 2

Karla Crossett

The musical score is written in 4/4 time. The first system (lines 1 & 2) consists of two measures. The first measure has a treble clef and a bass clef. The treble clef has a whole note G4 (labeled '1') and a whole note D5 (labeled '5'). The bass clef has a whole note G3 (labeled '1') and a whole note D4 (labeled '5'). A blue double-headed arrow indicates the interval between G4 and G3. The second measure has a treble clef and a bass clef. The treble clef has a whole note A4 (labeled '4'), a whole note G4 (labeled '3'), and a whole note F#4 (labeled '5'). The bass clef has a whole note A3 (labeled '4'), a whole note G3 (labeled '3'), and a whole note F#3 (labeled '5'). A pink double-headed arrow indicates the interval between A4 and A3, a brown double-headed arrow indicates the interval between G4 and G3, and a green double-headed arrow indicates the interval between F#4 and F#3. The second system (line 5) consists of two measures. The first measure has a treble clef and a bass clef. The treble clef has a whole note G4, a whole note A4, and a whole note B4. The bass clef has a whole note G3, a whole note A3, and a whole note B3. The second measure has a treble clef and a bass clef. The treble clef has a whole note C5, a whole note B4, and a whole note A4. The bass clef has a whole note C4, a whole note B3, and a whole note A3.

I am walk-ing just to see some things that Go-d has made for me.  
The sun is shin-ing. The clouds are float-ing.

# Just To See

Lines 3 & 4

9

2

12

1 2

The birds are sing-ing. And a but-ter-fly is  
land-ing on a flow-er that is bloom-ing! WOW! Thank you Lord!



## God Loves the World

This song is taken from John 3:16.

Verses 16 and 17 are as follows:

*God so loved the world that He gave His only-begotten Son so that whoever believes in Him might not perish but have everlasting life. You see, God didn't send His Son into the world to condemn the world but to save the world through Him.*

My grandmother wrote a tract called "Have You Ever Been to or Seen Golgatha?" almost a hundred years ago that became extremely well known and used extensively and extremely effectively in Africa. Glory Halleluia!

Here are some of the words in the ending - obviously showing how very grateful she was.

*Why did He volunteer to die for us - for you and me? I cannot tell you more than to say it was because He loved us. How could it be! It is too wonderful for me to think out. My mind is too small. I only know that He suffered and died so that I could be freed from the power of Satan and that I might have eternal life, and I know that I shall never cease to thank Him and praise the Father for the matchless love He revealed when He let His dearest possession suffer for me.....*

*Does your heart not thrill at the love He has shown for you? Think of it! All that happened on the hill at Golgatha was for the insurance of your happiness and eternal welfare. Can't you see it?*

*Such suffering, such love -- for you and for me.*

# God Loves the World

## TEACHING SUGGESTIONS

By this time students should be able to read - or at least figure out - notes. Color code all the notes if desired. Each time there is a hand position change notes are already color coded the first time they appear.

Work on measures 1 and 2 until notes and hand positions are learned, then go to the Part 1 rhythm exercise page. If the student has been exposed to the song enough, the rhythm should be very familiar. However, it is important that students understand “written” rhythm. If you wish, cut each rhythm exercise apart on the dotted lines. Students will not get so overwhelmed that way.

Tap, or have the student tap with his/her left hand while actually playing the piano/keyboard or tapping the notes on the paper with the proper fingers of the right hand on the table. When able, have the student evenly say, “ 1, 1, 1, 1, 1 - 2, 1, 1” while playing (or tapping) these two measures. Make sure fingering is correct during these exercises. If the student is having difficulty with proper fingers, go back and review the hand positions.

When a student can say the “1, 1, ....” very evenly (with or without someone tapping) while playing these measures, compliment highly!

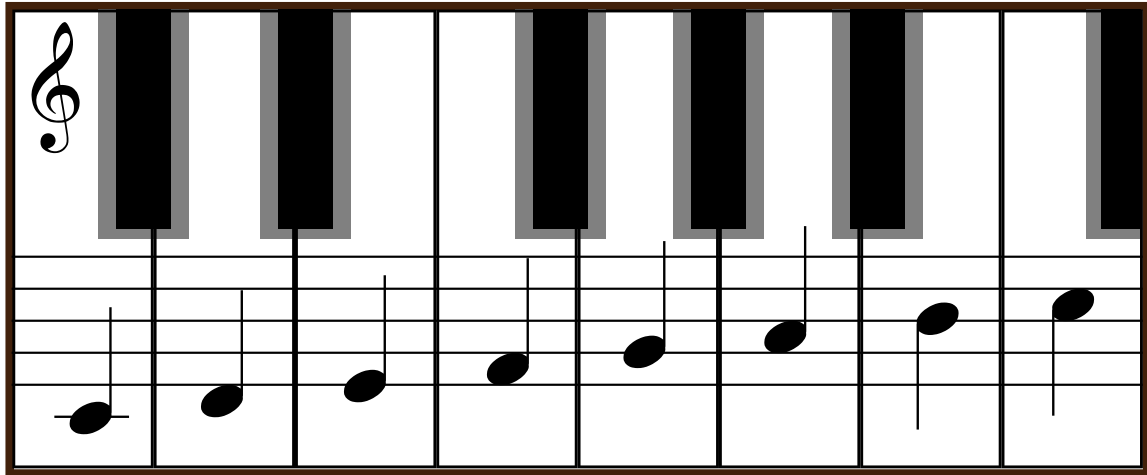
Repeat this procedure throughout the song. For eighth notes, say “1and” during one tap. Explain while tapping, your finger goes up and down, so the “and” part of the eighth notes is when your finger is up in the air at the top!

This whole procedure is the beginning of being able to count measure by measure....coming soon:)

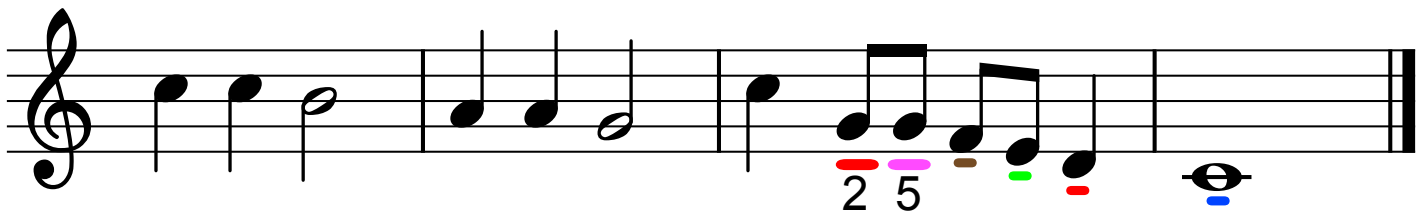
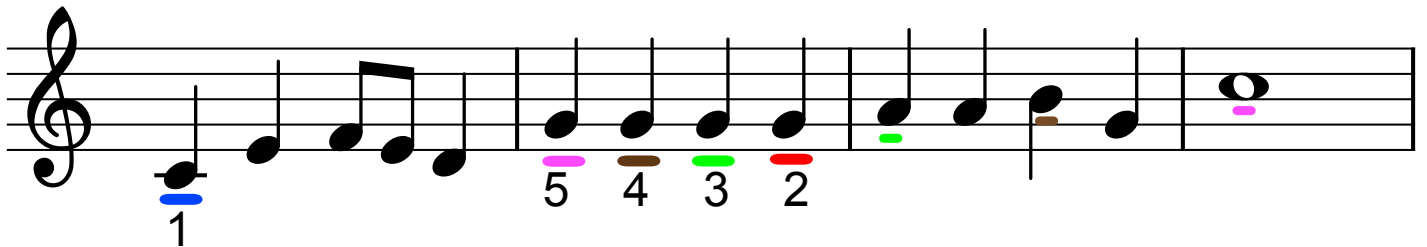
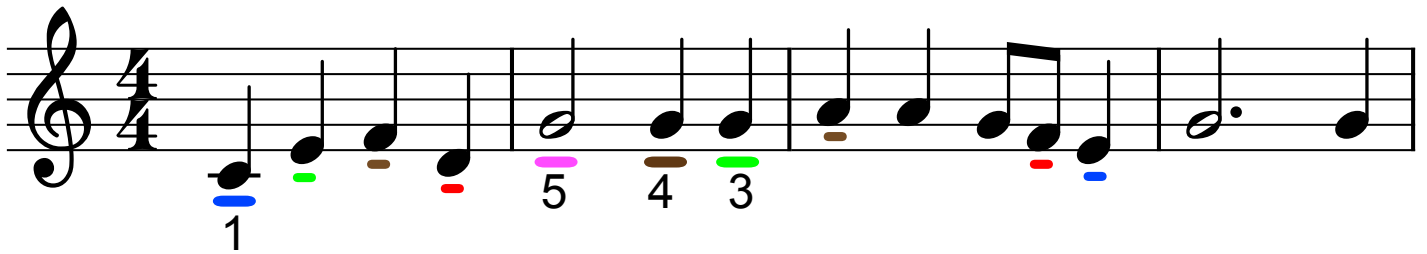
The following youtube video shows and taps rhythm for quarter and half notes.

<https://www.youtube.com/watch?v=Mg73czxGN5o>

## NOTE/KEY STRIP

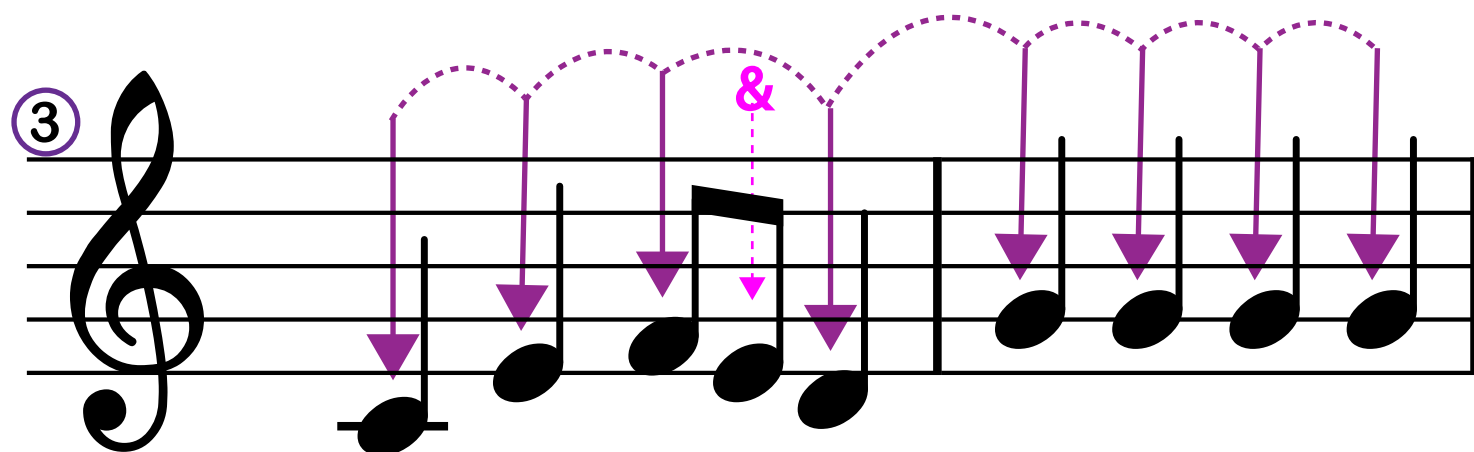
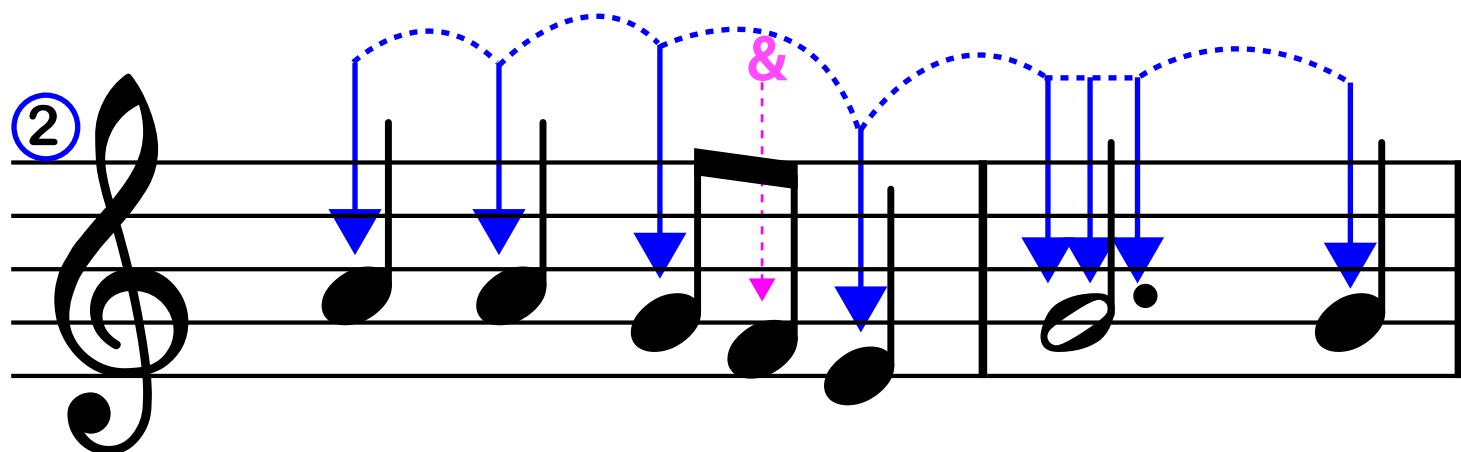
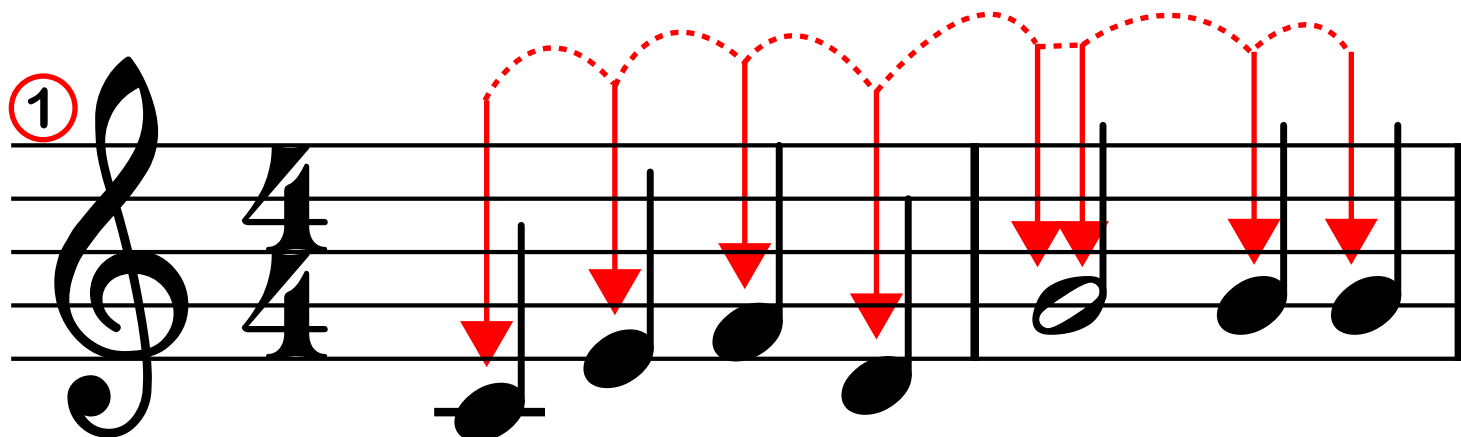


## God Loves the World

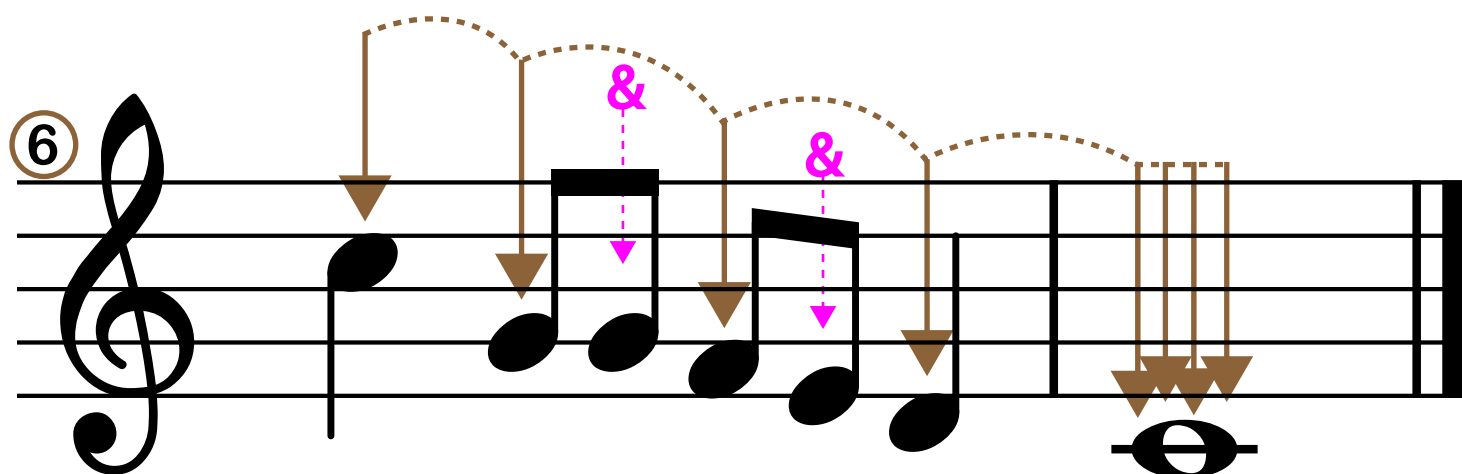
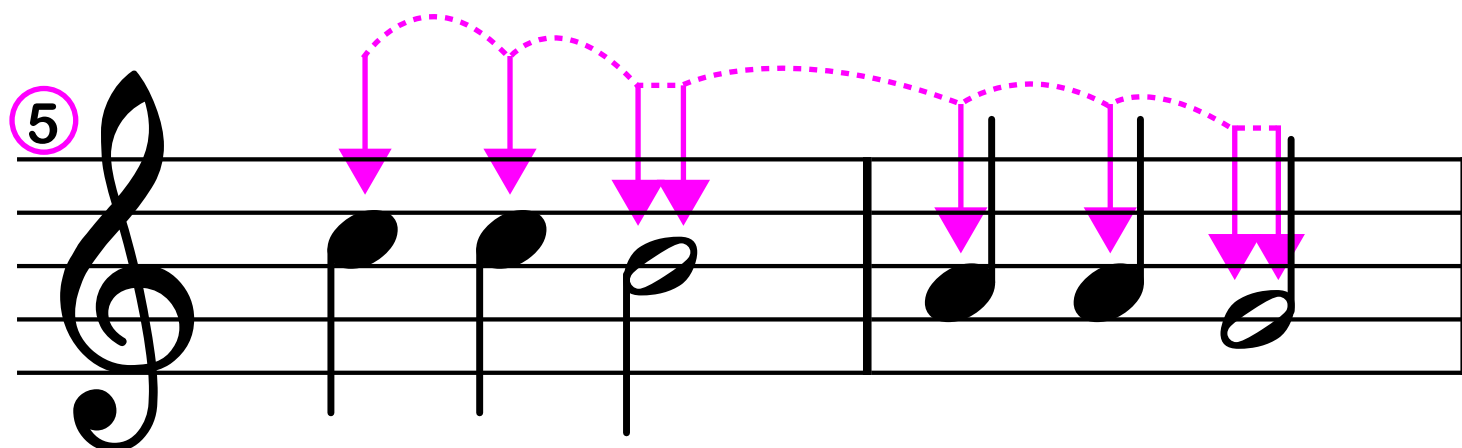
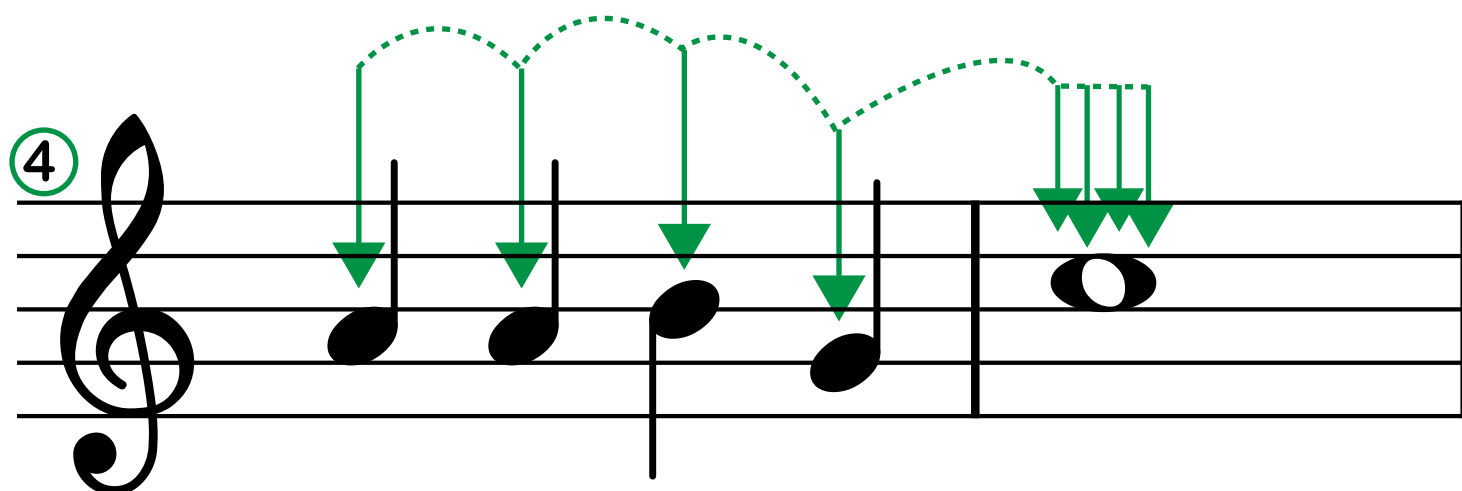


God so loved the world that He gave His o-nly Son that  
 who so e- ver be- lieves in Him shall have e- ter- nal life!  
 Thank you Lord! Thank you Lord! Thank You for lo-o-ving me!

God Loves the World  
Part 1 rhythm exercise



God Loves the World  
Part 2 rhythm exercise



# God Loves the World

God so loved the world that He gave His o-nly Son that  
who so e- ver be- lieves in Him shall have e- ter- nal life!  
Thank you Lord! Thank you Lord! Thank You for lo-o-ving me!

Based on John 3:16  
Arr: K. Crossett

