



piano
earth day, inclusiveness,

The Whole World

New words twist a familiar song, emphasizing our responsibility to care for each other, the world and all that is in it. Sing along, then make up your own version.

Key D, first note so(A)

a cappella count-in: 1 2 3 4

The Whole World

tune: traditional
arr and words: LJ Clare
Canada 2013



1. We may live in diff- rent lands but we share the world it's in our hands,



We may live in diff- rent lands but we share the world to - day. The



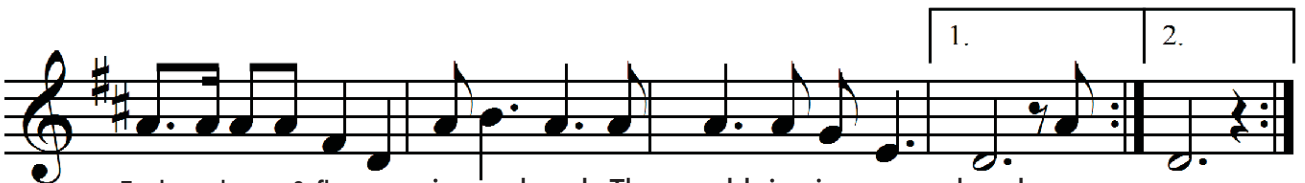
whole world is in our hands, The whole world is in our hands, The



whole world is in our hands, The world is in our hands.



2. Birds and bees are in our hands, Flo - wers & trees are in our hands,
3. Lakes and prairies are in ou hands, Mountains & valleys are in our hands,
4. Little bitty babies are in our hands, Grammies & Grampies are in our hands



E - le - phants & fleas are in our hands, The world is in our hands.

Forests & deserts

All kinds of people

hands.

Dance(A) & Drama(B)



Music(C)



Earth Day Lesson

C1.3 create compositions for specific purpose

C1.1 "The Whole World"

Composition projects always take more time than I expect. Today it may be helpful to begin with the composition project and include the new song only if there is time.

Warm-Ups(3 minutes)

1 Focus: Listening Game

Practice and Review Rhythm and Beat Counting

Repeat the beat and rhythm counting activity from the last lesson.



Leave the flashcards on the pocket chart for the introduction to "The Whole World."

New Song: The Whole World

1 Begin saying, "Bugs on the ceiling ..." and invite students to join you (cup a hand to an ear, or beckon them with a hand if they don't automatically join in).

2 "Do you know why? What do ladybugs do?" (eat the aphids that eat crops) Help students to remember some of the other ideas about how bugs help the world keep green -see page .)"Every creature, every plant is part of our world. Every part of our world is connected together, like pieces in a puzzle are connected. If one of the pieces is missing, then the puzzle isn't complete. So we need to take care of each other, and the world. How can we help bugs?" (e.g. grow flowers for bees)

3 "Who takes care of you? Who takes care of me?" (Explore the idea of being a community. We may or may not know all the people who do things that we need.) "Who takes care of our classroom? home? community? world?"

4 "Listen and try to remember 5 things in this song that's we're taking care of." Sing/play, The Whole World."

We may come from different lands
But we share the world, it's in our hands
We may come from different lands
But we share the world today

The whole world is in our hands
The whole world is in our hands
The whole world is in our hands
The world is in our hands

Birds and bees are in our hands
Flowers and trees are in our hands
Elephants and fleas are in our hands
The world is in our hands

The whole world is in our hands ...

Lakes and prairies are in our hands
Mountains and valleys are in our hands
Forests and deserts are in our hands
The world is in our hands

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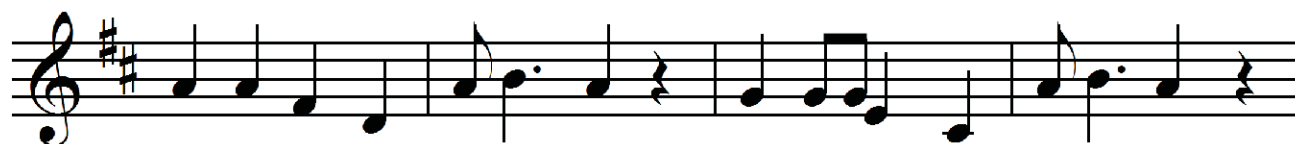
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5 Instead of asking students to tell you what they remember, invite them to finish each line that you begin:

"Birds and _____ are in our hands,
"Flowers and _____ are in our hands,
"Elephants and _____ are in our hands
... etc.

6 Put either the song flashcards or page in the pocket chart as a memory aid or use the video. Play the song and ask students to sing with the music. (This is another of the songs that is best learned through immersion due to repeated words with different pitches.)

Re-Visit Song: The Whole World

Earth Day is April 11!

1 Say the "Hurt No Living Thing" poem.

2 "Do you think Christina Rossetti liked bugs? Maybe - maybe not. But she did think it was important not to hurt them."

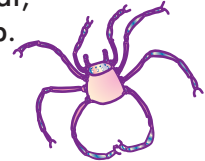
"Every creature, every plant is part of our world. Every part of our world is connected together, like pieces in a puzzle are connected. If one of the pieces is missing, then the puzzle isn't complete. So we need to take care of each other, and the world ---even the bugs!



Hurt no living thing:
Ladybird, nor butterfly,
Nor moth with dusty wing,
Nor cricket chirping cheerily,
Nor grasshopper so light of leap,
Nor dancing gnat, nor beetle fat,
Nor harmless worms that creep.



Christina Rossetti



NB:Ladybird in England = ladybug in Canada

3 "Who takes care of you?
Who takes care of me?"

(Explore the idea of being a community. We may or may not know all the people who do things that we need.)

"Who takes care of our classroom? home?
community? world?"

4 "Listen and try to remember everything in
this song that's we're taking care of."
Sing/play, The Whole World."

5 Instead of asking students to tell you what they
remember, invite them to finish each line that you
begin,

"Birds and _____ are in our hands,
"Flowers and _____ are in our hands,
"Elephants and _____ are in our hands
... etc.

6 Put either the song flashcards or page in the
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again and ask students to sing with the music.
(This is another of the songs that is best learned
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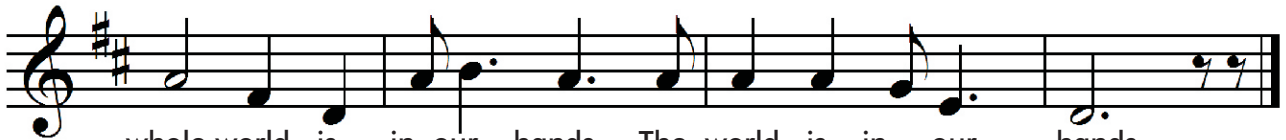
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