

HODIE! HODIE!

(Chorus)

HO- DI- E! HO- DI- E! HO- DI- E! O WHAT A DER- FUL STO- RY!
HO- DI- WON-

SING GLO- RY!

HO- DI- E! HO- DI- E! HO- DI- E! WE AND GIVE GOD
HO- DI-

HO- DI- E! HO- DI- E! HO- DI- E! WITH PRAISE RE- WE SAY!
HO- DI- JOI- CING

SUS DAY!

HO- DI- E! HO- DI- E! HO- DI- E! JE- IS BORN TO-
HO- DI-

HODIE! HODIE!

(First Stanza)

MA-
RY,
JO-
SEPH,
SHEP-
HERDS
ALL
GATH-
ERED
IN
A
CAT-
TLE
STALL

WATCH-
ING
O-
VER
ONE
SO
SMALL



AN-
GELS
IN
THE
STAR-
FILLED
SKY
SING
THEIR
PRAISE
TO
GOD
ON
HIGH

WHILE
THE
BA-
BY
SLEEPS
NEAR
BY.

HODIE! HODIE!
(Second Stanza)

WISE
MEN FROM A DIS- TANT LAND MAY- BE
CHI- NA OR JA- PAN

BRING-
ING PRE- SENTS IN THEIR HANDS

DRESSED
IN ROBES OF SILK AND FUR BOW- ING
LOW OF- FRINGS WERE
THEIR

GOLD
AND FRANK- IN- CENSE AND MYRRH

Hodie “Step Sheets” – Leader Sheet

This is simply a translation of the notes and music that makes the up-and-down movement easier for children to see and understand; this is especially good for younger children, but may even help the older ones grasp the concept a little better.

FYI - The colors on the first sheet correspond to all the other sol-feg exercises in the activity pages. Because the stanzas are in a minor key, the sol-feg is a little more complicated and takes the concept further than we intend with this musical. If YOU understand sol-feg in minor, feel free to work that out with the older children.

With just a few children in your group, you may only need to run one copy and hold it up for them to sing from; you could make an overhead cell of this activity if you want to do it with the large group.

Have the accompanist play the song (or play the track-only from the CD) as the children sing from these sheets instead of from their printed music.

Point out the shape of each line of the music.

- On the first sheet, notice the shape of the first line is exactly like the third line; the second is like the last.
- On the sheets with the stanzas, each phrase is shaped just like the others; they just start lower than the one just before it.
- [If you do the “Sequence of Events” activity with the older children, they’ll discuss the shapes of these lines in more detail.]
- Most of these notes move by step or stay the same; have them find notes (syllables) that stay the same, move up by step, down by step. Then have them locate the skips. All these are easy to see on these graphs.

This is an easy activity; don’t belabor it. If nothing else it will help you teach them the words to the two stanzas!!!