

# **Singing Time Planner**

## **Month-By-Month**

### **Printable**

**Designed by Emily Pulham**  
**[primarywithemily.com](http://primarywithemily.com)**

I'm excited for you to use this planner! I've been doing Sharla's methods for years and have needed something to help me visualize and plan ahead.

Here's a QR code to my collaborative planning spreadsheet that you can use to share your plans with members of the primary presidency. But I like to plan on paper, so that's why I designed this notebook. (use your phone's camera feature to scan the code, it'll take you right to the spreadsheet you can copy to your own Google Drive).



My hope is that the focus on engaging the children turns into engaging their hearts with gospel messages and that the Holy Ghost will work through you. I hope you'll feel uplifted in this process!

Emily

**primarywithemily.com**

(for more song-specific ideas, bell charts, and more!)

# Instructions

## MONTHLY PLANNER SPREADS

Use the monthly planner spreads as an overview of how you're teaching songs, and to track which category of learning engagement you are using. Where you see this little table is where you can make a tick-mark for every time for that song you've used a particular style in your activity (there's overlap in activities! For example, rhythm stick partners uses people interactions AND purposeful movement). The grey squares are activity types recommended for older children rather than young ones, so you may find yourself using these less frequently.

PM	CW	VI	LC
SC	PI	LM	AN

## WEEKLY PLANNER PAGES

Use the weekly sheets to write down details for the plan, if needed (to remind yourself of actions, rhythms, words to write on the board, etc)

## TABLE GUIDES

In the front of the planner there's an index with activities that go with different learning categories, separated by low prep / more prep and upbeat / slower song styles. I've found if I can match the activity and movement to the feel of the song, I am much more successful!

## WHY DID I DESIGN IT THIS WAY?

I have a PhD in instructional psychology, so Sharla's emphasis on research rings true to me, as her recommendations come from brain science research. Spending 6-7 minutes per song (3-ish songs per singing time), varying activities for Jr/Sr primary, and giving as many repetitions as you can are all things you'll be doing with her methods, so this planner helps you map that out, month to month, week to week.

We also have to remember the activities themselves are not sufficient. We must also testify and invite our children to act based on the truths of the songs. That's why I have special spots to plan this out. The children need to hear you testify!

Teaching, No Greater Call states, "Children are curious and eager to learn. They enjoy learning through varied and new experiences. They want to move about, use all their sense, explore, and try new things. Older children like the challenge of answering questions and solving problems. The children in your class will be more attentive and excited about learning when you use a variety of teaching methods and activities to teach gospel principles" (p.109)

# Printing

Because this is an undated PDF, you can just print month-by-month depending on if the month has 4 or 5 Sundays.

For months with 5 Sundays, print pages 8 & 9, and then 5 copies of page 12. For months with 4 Sundays, print out pages 10 & 11, and 4 copies of page 12.

<b>Category</b>	<b>Less-Prep / Material Activities</b>	<b>More-Prep / Material Activities</b>
Purposeful Movement (PM)	Be My Mirror   Sway and Freeze   Movement Words   Sign Language   Yoga	Scarves   Ribbon Wands   Body Rhythm   Hand/Clap Pattern   Cup Pattern   Directional Marching
Concrete Representations of Words (CW)	Fill in the Blank   Action Words	Eraser Pass   Scrambled Words   Cross Out or Circle the right phrase
Logical Conclusions (LC)	First Letter Code   Line Matching	Crack the Code   Melody Chart   Color Code   Word Map   Number Problem   Bar Graph
Visual Intrigue (VI)	Magic Crayon   Playdoh Creations   What's in the Bag   Draw the Song	Shadow Box Puppets   Finger Lights   Dropped Pictures   Picture Match
Spiritual Connection (SC)	Sensing Holy Ghost   Song Testimony Sharing	Silent Video   Song Story   Guest Performance   Personal Story
People Interactions (PI)	Partner Mirror	Acting   Envelope Challenge   Rolling Rhythm Sticks   Body Rhythm Partners
Living Music (LM)	Clap Instead   Oooh/Ahhh   Humming	Hand Bells   Egg Shakers   Rhythm or Maori Sticks   Paper Plates   Sand Blocks
Awareness of Nature (AN)	Sensory Bin   Sound Recordings   Scents   Taste   Visual Image	

<b>Category</b>	<b>Good for Smoother Songs</b>	<b>Good for Strong Beat Songs</b>
Purposeful Movement (PM)	Scarves   Ribbon Wands   Be My Mirror   Sway and Freeze   Movement Words   Sign Language   Yoga	Body Rhythm   Hand/Clap Pattern   Cup Pattern   Directional Marching
Concrete Representations of Words (CW)	Fill in the Blank   Action Words Eraser Pass   Scrambled Words   Cross Out or Circle the right phrase	
Logical Conclusions (LC) <i>(best for Senior Primary)</i>	First Letter Code   Line Matching   Crack the Code   Melody Chart   Color Code   Word Map   Number Problem   Bar Graph	
Visual Intrigue (VI)	Magic Crayon   Playdoh Creations   What's in the Bag   Draw the Song   Shadow Box Puppets   Finger Lights   Dropped Pictures   Picture Match	
Spiritual Connection (SC)	Sensing Holy Ghost   Song Testimony Sharing   Song Story   Silent Video   Guest Performance   Personal Story	<i>If focusing on being still and listening to the Holy Ghost, I'd err on the side of doing these types of activities on calmer-style songs. But use your best judgment</i>
People Interactions (PI) <i>(best for Senior Primary)</i>	Partner Mirror   Rolling Rhythm Sticks	Acting   Envelope Challenge   Body Rhythm Partners
Living Music (LM)	Oooh/Ahhh   Humming   Hand Bells   Paper Plates   Sand Blocks	Egg Shakers   Rhythm or Maori Sticks   Clap Instead   Hand Bells
Awareness of Nature (AN) <i>(best for Senior Primary)</i>	Sensory Bin   Sound Recordings   Scents   Taste   Visual Image	

This table separates out song activities by what part of a song they address: melody, beat/rhythm, words, feeling, and dynamics. This helps me make sure I don't plan to do lots of melody activities with one song and forget to do feeling or beat activities. This is not an exhaustive list, just one way for you to think about the various activities Sharla recommends so children get a whole picture of a song.

WORD AND MEANING FOCUSED ACTIVITIES	FILL IN THE BLANK, MIXED UP PICTURES, FIRST LETTER CODE, CRACK THE CODE, MEMORY GAME, ASL ACTIONS, SCARF ACTIONS, DIRECTED LISTENING, ERASER PASS, DRAW THE SONG, MAGIC CRAYON
RHYTHM FOCUSED ACTIVITIES	SHAKERS, PLATES, RHYTHM/ MĀORI STICKS, BODY/PARTNER RHYTHM, FINGER LIGHT CONDUCTING, CUP PATTERN, SAND BLOCKS, SCARF MOVEMENT, RIBBON WAND MOVEMENT
MELODY-FOCUSED ACTIVITIES	HAND BELLS, MELODY MAPS, BAR GRAPHS, OOH/AHH AND HUMMING
FEELING FOCUSED ACTIVITIES	SONG STORY, TESTIMONY, NATURE SENSES, SILENT VIDEO, SHADOW PUPPETS
DYNAMICS-FOCUSED ACTIVITIES	WAVES OF THE SEA, HOBERMAN SPHERE

"beat, tempo, and rhythm patterns should be experienced through many activities and a variety of experiences. The development of this skill [is]...particularly important." - Dorothy T. MacDonald

<b>Month:</b>	Sunday 1 Date:	Sunday 2 Date:								
	Jr	Jr								
Song										
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PM	CW	VI	LC							
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Sunday 3 Date:	Sunday 4 Date:	Sunday 5 Date:
Jr	Jr	Jr
Sr	Sr	Sr
Jr	Jr	Jr
Sr	Sr	Sr
Jr	Jr	Jr
Sr	Sr	Sr

<b>Month:</b>	Sunday 1 Date:	Sunday 2 Date:								
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Sunday 3 Date:

Sunday 4 Date:

Jr

Jr

Sr

Sr

Jr

Jr

Sr

Sr

Jr

Jr

Sr

Sr

Date:	CFM Lesson:	
Song 1	Senior	Junior
Testimony/Invitation:		
Song 2	Senior	Junior
Testimony/Invitation:		
Song 3	Senior	Junior
Testimony/Invitation:		

## MY NOTES

“Because the children are open to and very active in the learning process, they are ready to receive what the Holy Ghost will teach them.”

at the Holy One  
-Sharla Dance

## MY NOTES

"The three principles of *The Teaching Rule* strives to help children: channel the energy of their bodies...engage their minds in meaningful thoughts and actions relevant to their age...[and] conquer a variety of challenges."

- Sharla Dance ( in her book, *To Teach a Child a Song*)