Lesson Plan by: Sharon Osborne

“Twinkle, Twinkle, Little Star”

**Lesson:** Music lesson on singing “Twinkle, Twinkle, Little Star” (to be used in a science unit called Looking at the Stars, focusing on observations of the night sky.)

**Grade:** 2

**Objectives:**

- Having practiced singing, the students will sing a song with correct phrasing 2 out of 3 times.
- Having practiced singing, the students will sing a song with correct pitch 2 out of 3 times.

**Advance Preparation by Teacher:** Practice playing “Twinkle, Twinkle, Little Star” on the piano. Create a bulletin board either in the classroom or in the hallway for the students to write their wishes on stars.

**Procedure:** Setting the Stage: “How many of you have looked at the stars in the sky on a clear night? Have you ever wished on a star? What did you wish?”

Singing the Song

1. Begin to play “Twinkle, Twinkle, Little Star” on the piano. Sing the first two measures.

   Transition: Now it’s your turn. Class sings first two measures.

2. Sing the next two measures.

   Transition: Now it’s your turn. Class sings next two measures.

3. Continue until whole song has been learned.

   Transition: Let’s sing the whole song together.
4. Explain the concept of a round.

Transition: Let’s sing it in a round.

After the singing

1. Pass out two stars to each student.

2. Have them write a wish on each star. (It’s okay if they only want to write one wish)

3. Tell them that you (the teacher) will also write down wishes.

4. After the students have written down their wishes tell them that they will be put up on the bulletin board.

**Adaptations/ Enrichment:** Allow some students who master the song quickly to sing the song up a few notes. The rhythms would be the same as would be the skips and steps but it would add texture to the song when sung with the melody. Allow students who are having trouble singing the song with out words to have the words in front of them.

**Self-Reflection:** To see if my lesson was successful I would look to see if students were following along in learning the words and pitches to the song. I would also listen to the sound of the class to see if the class was on or off pitch. I would also be listening for students who are not phrasing the song correctly.