

Music Lesson Plan

Grade Level: 3rd

Date:

Unit: Christmas songs

Lesson: What Do you Wish for Christmas?

Focus: (Concept or skills to be emphasized)

Rhythm

Melody

Theory

Harmony

Style

Singing

Expressive Qualities

Playing Instruments

Form

Listening

Vocabulary:

Florida, Pelican, Seagull, Bay Anchovies, Gulf Pipefish, Pompano, Silversides, Barracuda, Shark.

Objectives: (What students will learn/be able to do)

1. Learn the song "What Do You Wish for Christmas"
2. Learn the song "What Do You Wish for Christmas?"
3. Sing expressively while identifying and interpreting its meaning through text.
4. Learn the fish names and demonstrate matching rhythmic patterns through clapping and playing classroom instruments.
5. Participate in an ensemble by performing assigned roles (Santa, Birds Choir, Fish Orchestra) with cooperation and timing.
6. Explore vocal expression using high, medium, and low voice levels.
7. Reflect on the song's message and describe ways to care for the environment through musical storytelling.

Wisconsin Music Standards

MG2.P.6.i: Explore and demonstrate an understanding of the elements of music by reading, singing and/or playing an instrument.

MG2.P.7.i: Demonstrate expressive qualities in performance.

MG3.R.6.i: Express musical ideas through verbal, movement, written, or artistic means.

Materials and Equipment (full citation for materials):

Book "What do you Wish for Christmas" <https://a.co/d/j2awKNS>

Power Point Presentation

Classroom instruments assigned to each fish:

- Snapper – Hand Drum

- Grouper – Rhythm Sticks
- Mullet – Tone Block
- Bay Anchovies – Maracas
- Pompano – Triangle
- Silversides – Egg Shakers
- Gulf Pipefish – Guiro
- Shark – Rachet
- Barracuda – Suspended Cymbal or Gong

Instructional Strategies: The Student(s) will...

Launch

- “Has anyone been to Florida?” (Show map)
- “Does Florida get snow?”
- What kinds of birds live in Florida?” (Pelicans, seagulls, etc.)
- “Today, I want to share with you something very special : a book and a song from musical called *Florida Christmas: the Musical*. It takes place in sunny Florida, where birds like pelicans and seagulls don’t dream of toys or snow... they wish for something very different! I’m going to sing the song for you now as I show you the pages of the book. Listen closely and see if you can figure out what the birds want for Christmas.

Instruction

- Teacher sings the full song while showing illustrations in the book.
- Ask: “What do the birds want for Christmas? Did they ask for toys or something else?” Wait for responses and initiate discussion.
- Say and sing “Fish” using high, medium, and low voices. Practice echoing “Fish, fish, fish, fish” in different vocal registers.
- Teacher sings the song again; students join in chanting “Fish, fish, fish, fish.”
- Ask: “What kind of fish do the birds want for Christmas?” Wait for responses like: snapper, mullet, anchovies, etc. Then ask, “Do they want to eat a shark or a barracuda?”
- Clap and speak the rhythms of fish names: “Snapper... Grouper... Bay Anchovies...” Compare and contrast rhythmic syllables.
- Sing the song again. Students clap the rhythm of each fish name and sing along.
- Pass out instruments to the half of the class. Each student is assigned a fish with a matching instrument. Students without instruments will continue to clap the rhythm.

- Explain rules: Everyone plays on “Fish, fish, fish,” but only the student with the matching fish plays when their fish is named.
- Repeat performance with instrument rules in place. Then switch instruments so everyone gets a turn.
- Introduce performance roles:
 - One volunteer is Santa Claus (asks questions: “What do you wish for Christmas, my feathered friends?” and holds the book).
 - Birds Choir sings the birds’ parts and moves with flapping or gliding bird-like motions.
 - Fish Orchestra plays instruments only on their assigned fish and during the phrase “Fish, fish, fish.”
- Perform the full song with assigned roles. Then switch groups so everyone has a chance to experience each role.

Closure

Teacher ask questions:

- What did the birds in our song want for Christmas?
- Why didn’t they want to eat the shark or barracuda?
- Can you name one of the fish from the song?
- What was your favorite part of the performance?
- Why do you think the birds care about having a clean ocean?
- What’s one thing you can do to help take care of the ocean, even if you don’t live near it?

Strategies for Accommodation (Differentiation)

For student with with Intellectual disability

- Visual supports: Use visual cards or labeled picture charts for each fish and instrument.
- Peer buddy system: Pair with a supportive peer for modeling and encouragement.
- Movement options: Allow students to participate using simple hand motions (e.g., flapping wings).
- Repetition and cues: Give clear, repeated instructions with modeling and gestures.

Assessment

Engagement and Understanding:

- Observe whether students are actively engaged by responding to discussion questions.

Participation in Musical Activities:

Observe whether students:

- Learn the song and participate in singing
- Clap the rhythm of fish names appropriately
- Use high, medium, and low voices as prompted
- Move expressively as part of the Birds Choir
- Play instruments at the correct time in the Fish Orchestra

Role-Based Rubric Assessment:

- Santa Claus Role: evaluated on intonation, rhythm, and expression
- Fish Orchestra: evaluated on timing, listening, instrument control, and cue accuracy