

Template for the following:  
 Science, Social Studies, CTE,  
 World Languages,  
 HPELW, Fine Arts, JROTC

# 2024-2025 Weekly Lesson Planning Document

*Week of Monday, 8/26 through Friday, 8/30*



**EDUCATOR'S NAME:** \_\_\_\_\_ **SUBJECT:** \_\_\_\_\_

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Lesson Title:</b> <b>Unit:</b> <b>Chapter:</b> <b>Page Number(s):</b> (It is suggested that you use your curriculum map.)	C maj, G maj, E minor Practice	C maj, G maj, E minor Review/ performance	Reading a Guitar Tab  Learning A major	A major and A minor:  Continued reading a guitar tab	A major, A minor, and E major
<b>TN Standard(s):</b> Grade level standard (include standard notation and language). Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol.	HS1.IM.P2.A Demonstrate the ability to read and/or notate music individually and in ensemble settings.  HS1.IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings.				
<b>Objective (s):</b> <small>What specifically should students be able to do at the end of the lesson? The objective is standards-based.</small>  <small>Write the objective in student friendly terms. For example, I can multiply binomials.</small>  This is should also be on your Whiteboard Protocol.  What do you want students to know, understand and be able to do as a result of this lesson? The objective should be written using the stem... <b>I CAN....</b>	Students will demonstrate their understanding of C, G major, and E minor chords.  Students will perform "Can't Stop the Feeling" and "Without You" and "Wake Me Up"	Students will be able to demonstrate the correct procedure for getting and replacing the guitar  Students will perform C and G and E minor  Students will begin performing "I Gotta Feeling"	Students will learn how to read a guitar tab  Students will demonstrate A major	Students will practice reading guitar tabs  Students will demonstrate both A major and the new A minor chords	Students will demonstrate their understanding of A major, A minor, and E major chords.

<p><b>Possible Misconception (s):</b> What misconception(s) are you anticipating during this lesson?</p>	<p>Students may confuse where to play a chord in our song. Must be clear</p>	<p>Lyric / chord alignment</p>	<p>How to play the A chord/ where to place your fingers</p>	<p>Mixing up A major and A minor finger placements</p>	<p>Mixing up the finger placements for the Major and minor counterparts</p>
<p><b>Literacy-Based DO NOW:</b> This literacy-based activity should be ready for students to begin working on upon entering class. Students should have an opportunity to read, write, and/or speak.</p>	<p>Can you name these guitar parts?</p>	<p>Can you name the strings of the guitar?</p>	<p>Which beats are you strumming on?  ( Image of strumming pattern)</p>	<p>Do you know which one of these are C?  (Image of a C on guitar + another chord)</p>	<p>If you want to tighten a guitar string, what way would you turn the tuning peg?</p>
<p><b>Agenda for the Day</b> Simple outline of lesson segments or activities that is time stamped.  Teacher/class should take 2 minutes or less to review.</p>	<ul style="list-style-type: none"> <li>▪ Do Now (5 minutes)</li> <li>▪ Review Learning Objective (2 minutes)</li> <li>▪ Lecture ( 5 minutes)</li> <li>▪ Practice (30 minutes)</li> <li>▪ Perform (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (3 minutes)</li> <li>▪ Review Learning Objective (2 minutes)</li> <li>▪ Review ( 10 minutes)</li> <li>▪ Practice (30 minutes)</li> <li>Performance (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (5 minutes)</li> <li>▪ Review Learning Objective (2 minutes)</li> <li>▪ Lecture ( 5 minutes)</li> <li>▪ Practice (30 minutes)</li> <li>Perform (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (5 minutes)</li> <li>▪ Review Learning Objective (2 minutes)</li> <li>▪ Lecture ( 5 minutes)</li> <li>▪ Practice (30 minutes)</li> <li>Perform (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (5 minutes)</li> <li>▪ Review Learning Objective (2 minutes)</li> <li>▪ Lecture ( 5 minutes)</li> <li>▪ Practice (30 minutes)</li> <li>Perform (5 minutes)</li> </ul>
<p><b>Beginning of Lesson I Do</b>  <b>Science:</b> Engage &amp; Explore</p>	<p>Review C major, G major, E minor chords  Review strumming patterns</p>	<p>Quick review of the C major, G major, E minor chords  Discuss the layout and strumming pattern of “I Gotta feeling”</p>	<p>Demonstrate and show how guitar tabs work and how to play A major</p>	<p>Continue Reading off guitar tabs with class  Demonstrate A minor</p>	<p>Demonstrate E major and the new strumming pattern</p>

<p><b>Middle of the lesson</b> We Do</p> <p><b>Science:</b> Explain and Elaborate</p>	<p>Demonstrate both C,G and E minor by playing “Can’t Stop the Feeling” and “Without You”</p> <p>*I will walk around class making sure we have the correct finger position and strumming pattern*</p>	<p>As a class: Walk through each chord of the song slowly</p> <p>Work on lyric/ chord alignment</p>	<p>Students will practice reading from Guitar Tabs</p> <p>Students will demonstrate A major</p>	<p>Students will practice reading guitar tabs</p> <p>Demonstrate A minor</p>	<p>Students will demonstrate E major with the new strumming pattern</p>
<p><b>End of the lesson</b> You Do</p> <p><b>Science:</b> Evaluate</p>	<p>Students will perform “Can’t Stop the Feeling” or “Without You”</p>	<p>Perform “I gotta feeling” as a class with the backing track</p>	<p>Perform music from guitar tab</p> <p>-“Dark Horse” -“25 or 6 to 4”</p>	<p>Perform/ Learn: “Shout”</p>	<p>Begin learning “Heathens”</p>
<p><b>(05 MINUTES MAX)</b> <b>Literacy Based closing activity:</b> Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day.</p>	<p><b>Group performances:</b> <b>Groups of 5 perform the in-class song with the teacher</b></p>	<p><b>Group performances:</b> <b>Groups of 5 perform the in-class song with the teacher</b></p>	<p><b>Group performances:</b> <b>Groups of 5 perform the in-class song with the teacher</b></p>	<p><b>Group performances:</b> <b>Groups of 5 perform the in-class song with the teacher</b></p>	<p><b>Group performances:</b> <b>Groups of 5 perform the in-class song with the teacher</b></p>
<p><b>SPED Modification (s):</b> What modifications are being made to accommodate the students receiving special services?</p>	<p>I will show, 1-on-1, how to play each chord and where the fingers are placed on the guitar. I will also sit near and play my guitar with them so I</p>	<p>I will show, 1-on-1, how to play each chord and where the fingers are placed on the guitar. I will also sit near and play my guitar with them so I can</p>	<p>I will show, 1-on-1, how to play each chord and where the fingers are placed on the guitar. I will also sit near and play my guitar with them so I can</p>	<p>I will show, 1-on-1, how to play each chord and where the fingers are placed on the guitar. I will also sit near and play my guitar with them so</p>	<p>I will show, 1-on-1, how to play each chord and where the fingers are placed on the guitar. I will also sit near and play my guitar with them so I can help with any issues that may</p>

	can help with any issues that may arise.	help with any issues that may arise.	help with any issues that may arise.	I can help with any issues that may arise.	arise.
<b>ESL Modification (s):</b> What modifications are being made to accommodate the students receiving special services?	Any printout, presentation or video will have Spanish translation. Will print out if needed. I will also check their finger placement	Any printout, presentation or video will have Spanish translation. Will print out if needed. I will also check their finger placement	Any printout, presentation or video will have Spanish translation. Will print out if needed. I will also check their finger placement	Any printout, presentation or video will have Spanish translation. Will print out if needed. I will also check their finger placement	Any printout, presentation or video will have Spanish translation. Will print out if needed. I will also check their finger placement
<b>Assessment (s):</b> How will you know that students have reached the objective? Assessments may include: Pre-assessment, formative assessments, summative assessment, post-assessment, discussions, performance, demonstration, etc.	<b>Formative assessment occurs while the students demonstrate each chord or song</b>	<b>Summative Assessment: Students will perform one of the songs practiced in class</b>	<b>Formative assessment occurs while the students demonstrate each chord or song</b>	<b>Formative assessment occurs while the students demonstrate each chord or song</b>	<b>Formative assessment occurs while the students demonstrate each chord or song</b>
<b>Corrective Activity (s):</b> What will I do if the student doesn't understand the lesson?	We will discuss after class what they are having issues with. If needed, they will come to my after-school tutoring	We will discuss after class what they are having issues with. If needed, they will come to my after-school tutoring	We will discuss after class what they are having issues with. If needed, they will come to my after-school tutoring	We will discuss after class what they are having issues with. If needed, they will come to my after-school tutoring	We will discuss after class what they are having issues with. If needed, they will come to my after-school tutoring
<b>Extension/Enrichment Activity (s):</b> What will I do with students who understand quicker than others?	<b>I will have them help their classmates reach their level of understanding</b>	<b>I will have them help their classmates reach their level of understanding as well as look ahead to the next chords</b>	<b>I will have them help their classmates reach their level of understanding</b>	<b>I will have them help their classmates reach their level of understanding</b>	<b>I will have them help their classmates reach their level of understanding</b>
<b>Technology Integration:</b> How will the students use technology to help them master the objective.	<b>Cell phones for tuners or metronomes</b>	<b>Cell phones for tuners or metronomes</b>	<b>Cell phones for tuners or metronomes</b>	<b>Cell phones for tuners or metronomes</b>	<b>Cell phones for tuners or metronomes</b>