

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

2024-2025 Weekly Lesson Planning Document

Week of Monday, 8/19 through Friday, 8/23



EDUCATOR'S NAME: Maness SUBJECT: Guitar

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson Title: Unit: Chapter: Page Number(s): (It is suggested that you use your curriculum map.)	Intro to the Guitar: Review/ First Chords! (C maj, G maj, E minor)	First Chords! (C maj, G maj, E minor)	C maj, G maj, E minor Practice	C maj, G maj, E minor Composition	C maj, G maj, E minor Review/ performance
TN Standard(s): 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.				
Objective (s): What specifically should students be able to do at the end of the lesson? The objective is standards-based. <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... I CAN....	Students will be able to demonstrate C and G and E minor on the guitar	Students will be able to demonstrate C and G and E minor on the guitar Students will begin performing "Can't Stop the Feeling"	Students will demonstrate their understanding of C, G major, and E minor chords. Students will perform "Can't Stop the Feeling" and "Without You"	Students will compose a 4-measure guitar piece using C, G major, E minor and a strumming pattern discussed in class	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"

<p>Possible Misconception (s): What misconception(s) are you anticipating during this lesson?</p>	<p>The different ways to play our first chords and reading a strumming pattern</p>	<p>The different ways to play our first chords and reading a strumming pattern</p>	<p>Students may confuse where to play a chord in our song. Must be clear</p>	<p>Students may mix up a chord or strumming pattern. Or the parameters of the composition</p>	<p>Lyric / chord alignment</p>
<p>Literacy-Based DO NOW: 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>Agenda for the Day 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"> ▪ Do Now (5 minutes) ▪ Review Learning Objective (2 minutes) ▪ Lecture (8 minutes) ▪ Practice (23 minutes) ▪ Student Performance (5 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (5 minutes) ▪ Review Learning Objective (2 minutes) ▪ Lecture (5 minutes) ▪ Practice (30 minutes) ▪ Perform (5 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (5 minutes) ▪ Review Learning Objective (2 minutes) ▪ Review (5 minutes) ▪ Practice (35 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (3 minutes) ▪ Review Learning Objective (2 minutes) ▪ Review (5 minutes) ▪ Composition (25 minutes) ▪ Performance (15 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (3 minutes) ▪ Review Learning Objective (2 minutes) ▪ Review (10 minutes) ▪ Practice (30 minutes) ▪ Performance (5 minutes)
<p>Beginning of Lesson I Do Science: Engage & Explore</p>	<p>Quick review of procedures. Demonstrate both C, G and E minor on the guitar in class Demonstrate the strumming pattern we will use</p>	<p>Review C major, G major, E minor chords Review strumming patterns</p>	<p>Review C major, G major, E minor chords Review strumming patterns</p>	<p>Review C major, G major, E minor chords Introduce the in-class composition project</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>Middle of the lesson We Do</p> <p>Science: Explain and Elaborate</p>	<p>Demonstrate both C,G and E minor</p> <p>*I will walk around class making sure we have the correct finger position and strumming pattern*</p>	<p>Demonstrate both C,G and E minor by playing “Can’t Stop the Feeling”</p> <p>*I will walk around class making sure we have the correct finger position and strumming pattern*</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>Individually, students will create their 4-Bar composition.</p> <p>*I will walk around to help*</p>	<p>As a class: Walk through each chord of the song slowly</p> <p>Work on lyric/ chord alignment</p>
<p>End of the lesson You Do</p> <p>Science: Evaluate</p>	<p>Students will perform both C,G and E minor following a strumming pattern (whole class)</p>	<p>Students will perform “Can’t Stop the Feeling”</p>	<p>Students will perform “Can’t Stop the Feeling” or “Without You”</p>	<p>Student volunteers their composition for the class to play</p>	<p>Perform “I gotta feeling” as a class with the backing track</p>
<p>(05 MINUTES MAX) Literacy Based closing activity: 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>Group performances: Groups of 5 perform the in-class song with the teacher</p>	<p>Group performances: Groups of 5 perform the in-class song with the teacher</p>	<p>Group performances: Groups of 5 perform the in-class song with the teacher</p>	<p>Group performances: Groups of 5 perform the in-class song with the teacher</p>	<p>Group performances: Groups of 5 perform the in-class song with the teacher</p>
<p>SPED Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	<p>I will show, 1-on-1, how to play C and G 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 arise.</p>	<p>I will show, 1-on-1, how to play C and G 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 arise.</p>	<p>I will show, 1-on-1, how to play C and G 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 arise.</p>	<p>I will show, 1-on-1, how to play C and G 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 arise.</p>	<p>I will show, 1-on-1, how to play C and G 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 arise.</p>

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