

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

# 2024-2025 Weekly Lesson Planning Document

*Week of Monday, 12/9 through Friday, 12/13*



**EDUCATOR'S NAME:** MANESS **SUBJECT:** GUITAR

	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.)	<b>Finals Performance Practice</b>	<b>Finals Performance Practice</b>	<b>Finals Performance Check-In</b>	<b>Finals Performance Check-In</b>  <b>Performances from Book</b>	<b>FREE PLAY</b>  <b>Performances from Book</b>
<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> What specifically should students be able to do at the end of the lesson? The objective is standards-based.  Write the objective in student friendly terms. For example, I can multiply binomials.  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 compose and practice their chord progression for the final exam	Students will compose and practice their chord progression for the final exam	Students will do a "Mock Finals performance" and receive feedback	Students will do a "Mock Finals performance" and receive feedback	Students will vote on what song to play  Students will perform 2 selected songs from the guitar book

<b>Possible Misconception (s):</b> What misconception(s) are you anticipating during this lesson?	Chord I.D., finger placement	Chord I.D., finger placement	The tempo or rate that they need to perform each chord	The tempo or rate that they need to perform each chord	Verse/Chorus alignment with the lyrics
<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.	Are there any chords that you are still unsure about?	Are there any chords that you are still unsure about?	Listen and analyze:  What do you think the purpose of this song is?  Is there anything you would change?	Listen and analyze:  What do you think the purpose of this song is?  Is there anything you would change?	Listen and analyze:  What do you think the purpose of this song is?  Is there anything you would change?
<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.	<ul style="list-style-type: none"> <li>▪ Do Now <i>(8 minutes)</i></li> <li>▪ Review Learning Objective <i>(2 minutes)</i></li> <li>▪ Individual Practice <i>(30 minutes)</i></li> <li>▪ Check In <i>(10 minutes)</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now <i>(8 minutes)</i></li> <li>▪ Review Learning Objective <i>(2 minutes)</i></li> <li>▪ Individual Practice <i>(30 minutes)</i></li> <li>▪ Check In <i>(10 minutes)</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now <i>(8 minutes)</i></li> <li>▪ Review Learning Objective <i>(2 minutes)</i></li> <li>▪ Performance <i>(35 minutes)</i></li> <li>▪ Questions <i>(5 minutes)</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now <i>(8 minutes)</i></li> <li>▪ Review Learning Objective <i>(2 minutes)</i></li> <li>▪ Performance <i>(35 minutes)</i></li> <li>Questions <i>(5 minutes)</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now <i>(8 minutes)</i></li> <li>▪ Review Learning Objective <i>(2 minutes)</i></li> <li>▪ Song 1 <i>(15 minutes)</i></li> <li>▪ Song 2 <i>(15 minutes)</i></li> <li>▪ Individual practice <i>(10 minutes)</i></li> </ul>
<b>Beginning of Lesson I Do</b>  <b>Science:</b> Engage & Explore	I will pass out the chord sheet/ rubric for the students	I will pass out the chord sheet/ rubric for the students	I will begin to call back students one at a time to perform their chord progression	I will call back students one at a time to perform their chord progression	I will let the students pick the first song out of the book they would like to play

<p><b>Middle of the lesson</b> We Do</p> <p><b>Science:</b> Explain and Elaborate</p>	Students will create and practice their chord progression	Students will create and practice their chord progression	Students will perform their chord progression	Students will perform their chord progression	Students will perform song 1 fully
<p><b>End of the lesson</b> You Do</p> <p><b>Science:</b> Evaluate</p>	Students will continue to practice their chord progression	Students will continue to practice their chord progression	Students will continue to practice their chord progression	Students will continue to practice their chord progression	Students will perform song 2 fully
<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>	Checking chord progression progress	Checking chord progression progress	Individual Students performances	Individual Students performances	Individual Students performances
<p><b>SPED Modification (s):</b> What modifications are being made to accommodate the students receiving special services?</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 arise.	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 arise.	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 arise.	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 arise.	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 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:</b>  <b>Student check ins</b>	<b>Formative:</b>  <b>Student check ins</b>	<b>Formative:</b>  <b>Student check ins</b>	<b>Formative:</b>  <b>Student check ins</b>	<b>Formative:</b>  <b>How did the song go?</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?	Students will look to help other with their understanding	Students will look to help other with their understanding	Students will look to help other with their understanding	Students will look to help other with their understanding	Students will look to help other with their understanding
<b>Technology Integration:</b> How will the students use technology to help them master the objective.	N/A	N/A	Metronome and drum track	Metronome and drum track	Metronome and drum track