

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

# 2024-2025 Weekly Lesson Planning Document

*Week of Monday, 1/20 through Friday, 1/24*



**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.)	MLK DAY	Practice Compositions	Perform Composition	Perform Compositions	A minor Pentatonic
<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>	MLK DAY	Students will practice their 6-measure composition using E, Emi, A, Ami, and D chords.  Students will find and refine the strumming pattern they will use.  Students will check-in with teacher to ensure their composition works.	Students will perform their compositions for the teacher	The remaining students will perform their compositions for the teacher	Students will learn the pattern for A minor pentatonic Scale  Students will perform the A minor Pentatonic Scale at 60-65 bpm in whole notes

<b>Possible Misconception (s):</b> What misconception(s) are you anticipating during this lesson?	<b>MLK DAY</b>	starting and ending on the same chord/ pairing the strumming pattern to the chords	starting and ending on the same chord/ pairing the strumming pattern to the chords	starting and ending on the same chord/ pairing the strumming pattern to the chords	The minor pentatonic scale pattern
<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.	<b>MLK DAY</b>	Genre V. Genre  Which song do you think is better? Why?	Genre V. Genre  Which song do you think is better? Why?	Genre V. Genre  Which song do you think is better? Why?	Genre V. Genre  Which song do you think is better? Why?
<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.	▪ <b>MLK DAY</b>	<ul style="list-style-type: none"> <li>▪ Do Now (8 minutes)</li> <li>▪ Review Learning Objective ( 2minutes)</li> <li>▪ Warm up (5 minutes)</li> <li>▪ Practice Composition (30 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (8 minutes)</li> <li>▪ Review Learning Objective ( 2minutes)</li> <li>▪ Warm up (5 minutes)</li> <li>▪ Perform Composition (30 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (8 minutes)</li> <li>▪ Review Learning Objective ( 2minutes)</li> <li>▪ Warm up (5 minutes)</li> <li>▪ Perform Composition (30 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (8 minutes)</li> <li>▪ Review Learning Objective ( 2minutes)</li> <li>▪ Warm up (5 minutes)</li> <li>▪ Ami Pentatonic Scale ( minutes)</li> </ul>
<b>Beginning of Lesson I Do</b>  <b>Science:</b> Engage & Explore	<b>MLK DAY</b>	I will pass out the students' composition sheets from the previous day	I will pass out the students' composition sheets from the previous day	I will pass out the students' composition sheets from the previous day	<p>I will introduce A minor pentatonic.</p> <p>Students will watch a video that will walk through the pentatonic scale</p>

<p><b>Middle of the lesson</b> We Do</p> <p><b>Science:</b> Explain and Elaborate</p>	<b>MLK DAY</b>	Students will begin to practice their compositions; experimenting with a stumming pattern to see what works best	Students will come one at a time to perform their composition for the teacher	Students will come one at a time to perform their composition for the teacher	<p>Students will then begin to practice the A minor pentatonic scale</p> <p>I will walk around to help with any struggles</p>
<p><b>End of the lesson</b> You Do</p> <p><b>Science:</b> Evaluate</p>	<b>MLK DAY</b>	<p>Students decide what strumming pattern they will perform with their composition.</p> <p>They will check in with me before they submit their composition sheet.</p> <ul style="list-style-type: none"> <li>- Checking for a strumming pattern to be circled</li> </ul>	Students will write a few sentences about their experience creating this composition	Students will write a few sentences about their experience creating this composition	Students will perform A minor Pentatonic scale with a drum track set to 60-65 bpm
<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>	<b>MLK DAY</b>	Individual Students performances	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>	<b>MLK DAY</b>	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?	<b>MLK DAY</b>	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>MLK DAY</b>	The composition worksheet will act as my formative assessment	Each Student's compositions will be used as a summative assessment	Each Student's compositions will be used as a summative assessment	Student performs A minor pentatonic as a formative assessment
<b>Corrective Activity (s):</b> What will I do if the student doesn't understand the lesson?	<b>MLK DAY</b>	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>MLK DAY</b>	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.	<b>MLK DAY</b>	Drum Track	Drum Track	Drum Track	Drum Track