

<p>Possible Misconception (s): What misconception(s) are you anticipating during this lesson?</p>	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
<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>	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?
<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 (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Individual Practice (30 minutes) ▪ Check In (10 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Individual Practice (30 minutes) ▪ Check In (10 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Performance (35 minutes) ▪ Questions (5 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Performance (35 minutes) ▪ Questions (5 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (8 minutes) ▪ Review Learning Objective (2 minutes) ▪ Song 1 (15 minutes) ▪ Song 2 (15 minutes) ▪ Individual practice (10 minutes)
<p>Beginning of Lesson I Do Science: Engage & Explore</p>	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>Middle of the lesson We Do</p> <p>Science: 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 continue to practice their chord progression	Students will perform their chord progression Students will continue to practice their chord progression	Students will perform song 1 fully Once comfortable, the class will begin song 2
<p>End of the lesson You Do</p> <p>Science: 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>(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>	Checking chord progression progress	Checking chord progression progress	Individual Students performances	Individual Students performances	Individual Students performances
<p>SPED Modification (s): 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.

ESL Modification (s): 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
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.	Formative: Student check ins	Formative: Student check ins	Formative: Student check ins	Formative: Student check ins	Formative: How did the song go?
Corrective Activity (s): 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
Extension/Enrichment Activity (s): 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
Technology Integration: 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