

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

<p>Middle of the lesson We Do</p> <p>Science: Explain and Elaborate</p>	<p>MLK DAY</p>	<p>Students will begin to practice their compositions; experimenting with a stumming pattern to see what works best</p>	<p>Students will come one at a time to perform their composition for the teacher</p>	<p>Students will come one at a time to perform their composition for the teacher</p>	<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>End of the lesson You Do</p> <p>Science: Evaluate</p>	<p>MLK DAY</p>	<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"> - Checking for a strumming pattern to be circled 	<p>Students will write a few sentences about their experience creating this composition</p>	<p>Students will write a few sentences about their experience creating this composition</p>	<p>Students will perform A minor Pentatonic scale with a drum track set to 60-65 bpm</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>MLK DAY</p>	<p>Individual Students performances</p>	<p>Individual Students performances</p>	<p>Individual Students performances</p>	<p>Individual Students performances</p>
<p>SPED Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	<p>MLK DAY</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 arise.</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 arise.</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 arise.</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 arise.</p>

<p>ESL Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	<p>MLK DAY</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>MLK DAY</p>	<p>The composition worksheet will act as my formative assessment</p>	<p>Each Student's compositions will be used as a summative assessment</p>	<p>Each Student's compositions will be used as a summative assessment</p>	<p>Student performs A minor pentatonic as a formative assessment</p>
<p>Corrective Activity (s): What will I do if the student doesn't understand the lesson?</p>	<p>MLK DAY</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>MLK DAY</p>	<p>Students will look to help other with their understanding</p>	<p>Students will look to help other with their understanding</p>	<p>Students will look to help other with their understanding</p>	<p>Students will look to help other with their understanding</p>
<p>Technology Integration: How will the students use technology to help them master the objective.</p>	<p>MLK DAY</p>	<p>Drum Track</p>	<p>Drum Track</p>	<p>Drum Track</p>	<p>Drum Track</p>