

1st Quarter Lesson Plans

Notes to the Teacher

The pacing and sequencing of these lesson plans has worked well for our own beginning guitar students, but please feel free to experiment with your own ideas. Your teaching situation may differ from ours, and we believe education, at its best, is a living thing, a practice, not a bucket to be filled or a list of rules carved in stone.

You will notice that the lesson plans at the beginning of the year are very detailed but become simpler later on. This is intentional. We understand that many teachers do not play guitar as their principal instrument and that much of this material will be new. For this reason, the extra details in the beginning are helpful, but once you're up and running you will appreciate the simpler structure.

The first exercises at the top of each page in the student book are easier and gradually become more challenging as you move down the page. The easier exercises give students who may be struggling an opportunity to shine in front of their peers. This inclusivity lights the fire of inspiration and joy in students who need it most.

We have designed these lesson plans so that each day the class plays one or two pages from each section of the book: Rhythm, Melodic Studies, Chords, and Songs. In addition, we usually work on a pop song from outside the book. You'll also notice that Monday is primarily used as a review day, and assessments typically fall on Thursday, after students have had most of the week to work on the material.

For each exercise in the book, we recommend first calling on an individual student to play the exercise for the class, then have the whole class perform. Students tend to pay better attention when they think they might be called on to perform. This also helps with classroom management. If this ever proves too time consuming, you can skip calling on individual students.

These lesson plans are paced for 50-minute classes, but we understand your schedule may be different. Be prepared to accommodate for your class time as well as any prior guitar experience students may have. It's best to meet students where they're at and work from there. Remember this is not a race. The important thing is that students are headed in the right direction and having a great time learning guitar.

By the end of 1st Quarter, students will be able to:

Rhythm	Play the following rhythms with both single notes and chords: whole notes/rests, half notes/rests, quarter notes/rests, eighth notes/rests, sixteenth notes, eighth rest followed by an eighth note, ties, and dotted quarter followed by an eighth.
Melodic Studies	Read notes in 1st position on the 1st, 2nd, and 3rd strings.
Chords	Play all seven major chords. The seven dominant chords have been introduced but not yet tested.
Songs	Play <i>Au Clair de la Lune</i> (p. 68) and <i>Ode to Joy</i> (p. 69)

1st Quarter Midterm:

Choice of *Ode to Joy* or *My Girl* by The Temptations with partners using the C major pentatonic scale to improvise.

Day 1

Procedure:

1. Assign seats.
2. Hand out any “beginning of the year” paperwork, such as class expectations. (Take attendance while students complete paperwork.)
3. Distribute the student method books.
 - a. Students write their name, guitar instructor, and homeroom teacher on the inside front cover.
 - b. If there is a class website, students can add that information as well.
4. Talk about guitars.
 - a. Discuss the types of guitars: nylon string guitars, steel string acoustic guitars, three-quarter-sized guitars, or whatever different choices you might have. Discuss the advantages and disadvantages of each.
 - b. Tell the class: “When finished, always put the guitars back where you found them. I will give you the last three minutes of class to put away your guitar and pack up. *Always* lay guitars flat on the ground or place them carefully in guitar racks or cases. *Never* lean guitars against walls or chairs! Please keep aisles clear of backpacks and books so the instructor can easily walk to help any student in the class.”
 - c. Students can purchase a relatively inexpensive beginner model guitar through Sweetwater, Chicago Music Exchange, REVERB, Guitar Center, or your local music store.
5. Review the music symbols, glossary of terms, and note names on Student pages 4 and 5.
6. Briefly introduce notes, rests, and time signatures on Student pages 6 and 7. (A deeper dive is coming later.)

Homework:

- Next class, students bring a three-ring binder with “Beginning Guitar” and their name written on the front. This binder is for sheet music and other papers.
- They also bring their method book (with name and class information written on the inside front cover).
- Tell students to explore the accompaniment tracks and videos at www.habitsguitar.com.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick every day.
- Most of Day 1 deals with the logistics of book distribution, handing out papers, assigning seats, and reviewing class expectations. This is unavoidably time-consuming.

Day 2

Procedure:

1. Take attendance and collect any signed paperwork.
2. Assign guitar partners (*a critical step*).
 - a. Guitar partners assist each other throughout the entire school year. They get to know each other through a variety of activities throughout the year.
 - b. Students will give constructive feedback to their partner on each new concept or skill. This facilitates students' ability to help each other develop their full potential. Constructive feedback has two parts:
 - i. Students say something positive about their partner's performance. ("I see that you are holding your guitar the correct way with the waist of the guitar on your right leg, and I like the way you are holding your pick between your thumb and index finger.")
 - ii. Students then say something their partner could improve. ("You're playing the correct notes, but perhaps your rhythm could improve if you try counting and tapping your foot while playing.")
 - c. Students complete their first culture-building activity (three minutes) with their guitar partners. (We realize class time is valuable and always too short, but these activities pay huge dividends down the road, both for classroom management and student growth!)
 - i. Activity: Partners tell each other their name, if they've played guitar before (if so, for how long), and who their favorite performer is. Choose a handful of students to introduce their partners to the class.
3. Check student books and binders for names and labels.
4. Pass out guitar picks.
 - a. Tell students to store their picks in their purse, wallet, or another safe spot.
 - b. Provide new guitar picks at the beginning of each month and strongly encourage students to keep track of their pick. They won't get a new pick until the next month and are responsible for bringing it to class every day! If a student loses their pick before the end of the month, have some available for purchase just in case, but emphasize their responsibility! This will greatly reduce the number of picks you have to buy throughout the year.
5. Demonstrate proper sitting and hand position.
 - a. Sit with the guitar's "waist" resting on your right leg.
 - b. Hold the pick between your thumb and index finger at a 90-degree angle from your thumb.
6. Have students grab their guitars and return to their seats.
7. Have students download a free tuning app on their phone and practice using it (Fender Tune is free and has no ads). If your classroom has headstock tuners, show your students how to use those.
8. **WARM-UP #1 (inside front cover of student books)**
 - a. See pages 10–11 in the teacher's edition for specific instructions about using these warm-up exercises.
 - b. Bonus: Play Warm-Up #1 on all six muted strings at once. To mute all strings, use the fingers of the left hand to gently deaden the vibration of the strings at the 3rd fret while strumming with the right hand. This produces a percussive sound that is perfect for this exercise. Be sure to count!
9. **RHYTHM (Student page 8)**
 - a. Using muted strings, the class plays all exercises twice.

- b. The first time through, call on a student to play Exercise 1 (choose a student with prior guitar experience). The teacher then gives constructive feedback: a positive comment followed by something to improve.
 - c. The second time through, the entire class plays Exercise 1 along with the teacher.
 - d. Repeat for each exercise on the page and look for the following:
 - i. Foot tapping quarter notes
 - ii. Counting out loud
 - iii. Strumming the rhythm with muted strings
 - e. This is a great opportunity for students to practice playing for and giving constructive feedback to their partners.
 - i. Tell the class: “Partner 1, please play Exercise 1 for your partner. Partner 2, please give some constructive feedback (something positive followed by something they could improve).”
 - ii. Then after forty-five seconds say: “Now switch roles.” Give them another forty-five seconds.
10. With three minutes left, have students carefully return their guitars to the racks or cases. Dismiss students in groups (by rows or partners) to avoid overcrowding and accidents.

Homework:

- Students practice page 8 with muted strings.
- Next class, students bring their guitar book, binder, pencil, and a guitar pick!
- Tell students to explore the accompaniment tracks and videos at www.habitsguitar.com.

Notes:

- This is an ambitious agenda for the second day of class! Please don't worry if you don't get through every activity. Follow your own pace.

Day 3

Procedure:

1. Take attendance.
2. Remind students how to use their tuning app or headstock tuner. Demonstrate for your class the proper way to sit with the guitar's waist resting on the right leg. Demonstrate the proper way to hold a guitar pick between the thumb and index finger. Remind students not to lean guitars against the walls or chairs.
3. Have students get their guitars and bring them to their seats.
4. **WARM-UP #1**
 - a. See pages 10–11 in the teacher's edition for instructions.
 - b. Bonus: Play Warm-Up #1 on all six muted strings at once. To mute all strings, use the fingers of the left hand to gently deaden the vibration of the strings at the 3rd fret while strumming with the right hand. This produces a percussive sound that is perfect for this exercise. Be sure to count!
5. **RHYTHM (Student pages 8–9)**
 - a. Using muted strings, the class plays through the exercises twice:
 - b. The first time through, call on a student to play (choose a student with prior guitar experience). The teacher then gives constructive feedback: a positive comment followed by something to improve.
 - c. The second time through, the entire class plays along with the teacher.
 - d. Repeat for each exercise on the page and look for the following:
 - i. Foot tapping quarter notes
 - ii. Counting out loud
 - iii. Strumming the rhythm with muted strings
 - e. This is a great opportunity for students to practice playing for and giving constructive feedback to their partners.
 - i. Tell the class: "Partner 1, please play Exercise 1 for your partner. Partner 2, please give some constructive feedback (something positive followed by something they could improve)."
 - ii. Then after forty-five seconds say: "Now switch roles." Give them another forty-five seconds.
6. Discuss the parts of the guitar on Student page 3. Tell the class there will be a multiple-choice test on the parts of the guitar.
7. **MELODIC STUDIES (Student page 32)**
 - a. Demonstrate for the class the three notes of the 1st string (E, F, and G).
 - b. Use the "Say It and Play It" strategy on page 45 of the teacher's edition to teach new notes. Start with open E, then 1st finger on the 1st fret for F, then 3rd finger on 3rd fret for G.
 - c. Pro tip: Have students hold down F with their index finger as close to the 1st fret as possible. (Their finger can even be touching the fret slightly.) This produces the best sound and requires the least amount of finger pressure. The farther away the finger is from the fret, the more pressure is needed.
 - d. Play all the exercises on the page twice. First, choose one student to play the exercise. Then have the whole class play.
 - e. Repeat for each exercise on the page and look for the following:
 - i. Foot tapping quarter notes
 - ii. Counting out loud
 - iii. Strumming the rhythm with muted strings
 - f. Have students play the exercises for their partner and give constructive feedback.

8. Review music symbols, glossary of terms, and note names on Student pages 4 and 5.
9. Briefly review notes, rests, and time signatures on Student pages 6 and 7. (A deeper dive is coming later.)
10. With three minutes left, have students carefully return their guitars to the racks or cases. Dismiss students in groups (by rows or partners) to avoid overcrowding and accidents.

Homework:

- Write a one-page essay on why you chose to take guitar class and what you hope to learn by the end of the year. (We recommend starting the semester with a writing assignment, which often fulfills a school requirement. It's been our experience that students are less resistant to these assignments at the beginning of the year or semester, so set high expectations up front!)
- Practice exercises from Rhythm pages 8 and 9 and Melodic Studies page 32.
- Review the fifteen parts of the guitar from Student page 3.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.
- These lesson plans are intentionally repetitive. It takes many hours to build the right- and left-hand coordination, finger dexterity, and muscle memory required to play guitar. This repetition is beneficial for all students, especially those who need more time to absorb the material.

Day 4

Procedure:

1. Take attendance while students tune their guitars using their tuning app or headstock tuner.
2. Remind and demonstrate for your class the proper way to sit with the guitar's "waist" resting on the right leg. Demonstrate the proper way to hold a guitar pick between the thumb and index finger. Remind students not to lean guitars against the walls or chairs.
3. **WARM-UP #1**
 - a. See pages 10–11 in the teacher's edition for instructions.
 - b. Bonus: Play Warm-Up #1 on all six muted strings at once. To mute all strings, use the fingers of the left hand to gently deaden the vibration of the strings at the 3rd fret while strumming with the right hand. This produces a percussive sound that is perfect for this exercise. Be sure to count!
4. **RHYTHM (Student pages 8–9)**
 - a. Using muted strings, the class plays through the exercises twice:
 - b. The first time through, call on a student to play (choose a student with prior guitar experience). The teacher then gives constructive feedback: a positive comment followed by something to improve.
 - c. The second time through, the entire class plays along with the teacher.
 - d. Repeat for each exercise on the page and look for the following:
 - i. Foot tapping quarter notes
 - ii. Counting out loud
 - iii. Strumming the rhythm with muted strings
 - e. This is a great opportunity for students to practice playing for and giving constructive feedback to their partners.
 - i. Tell the class: "Partner 1, please play Exercise 1 for your partner. Partner 2, please give some constructive feedback (something positive followed by something they could improve)."
 - ii. Then after forty-five seconds say: "Now switch roles." Give them another forty-five seconds.
5. We recommend checking for books and folders once a week to encourage students to bring both to class regularly. We usually give the students 5 points each for this.
6. Discuss the parts of the guitar on Student page 3. Tell the class there will be a multiple-choice test on the parts of the guitar.
7. **MELODIC STUDIES (Student pages 32–33)**
 - a. Demonstrate for the class the three notes of the 1st string (E, F, and G).
 - b. Use the "Say It and Play It" strategy on page 45 of the teacher's edition to teach new notes. Start with open E, then 1st finger on the 1st fret for F, then 3rd finger on 3rd fret for G.
 - c. Play all the exercises on the page twice. First, choose one student to play the exercise. Then have the whole class play.
 - d. Repeat for each exercise on the page and look for the following:
 - i. Foot tapping quarter notes
 - ii. Counting out loud
 - iii. Strumming the rhythm with muted strings
 - e. Have students play the exercises on page 33 for their partner and give constructive feedback.
8. With three minutes left, have students carefully return their guitars to the racks or cases. Dismiss students in groups (by rows or partners) to avoid overcrowding and accidents.

Homework:

- Practice exercises from Rhythm pages 8 and 9 and Melodic Studies page 32.
- Review the fifteen parts of the guitar from Student page 3.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 5

Procedure:

1. Take attendance while students tune their guitars using their tuning app or headstock tuner.
2. Remind and demonstrate for your class the proper way to sit with the guitar's "waist" resting on the right leg. Demonstrate the proper way to hold a guitar pick between the thumb and index finger. Remind students not to lean guitars against the walls or chairs.
3. **WARM-UP #1**
 - a. See pages 10–11 in the teacher's edition for instructions.
 - b. Bonus: Play Warm-Up #1 on all six muted strings at once. To mute all strings, use the fingers of the left hand to gently deaden the vibration of the strings at the 3rd fret while strumming with the right hand. This produces a percussive sound that is perfect for this exercise. Be sure to count!
4. **RHYTHM (Student pages 8–9)**
 - a. Using muted strings, the class plays through the exercises twice:
 - b. The first time through, call on a student to play (choose a student with prior guitar experience). The teacher then gives constructive feedback: a positive comment followed by something to improve.
 - c. The second time through, the entire class plays along with the teacher.
 - d. Repeat for each exercise on the page and look for the following:
 - i. Foot tapping quarter notes
 - ii. Counting out loud
 - iii. Strumming the rhythm with muted strings
5. Discuss the parts of the guitar on Student page 3. Tell the class there will be a multiple-choice test on the parts of the guitar.
6. **MELODIC STUDIES (Student pages 32–33)**
 - a. Play all the exercises on the page twice. First, choose one student to play the exercise. Then have the whole class play.
 - b. Repeat for each exercise on the page and look for the following:
 - i. Foot tapping quarter notes
 - ii. Counting out loud
 - iii. Strumming the rhythm with muted strings
7. **CHORDS (Student pages 58–59)**
 - a. Discuss how chords are built.
8. With three minutes left, have students carefully return their guitars to the racks or cases. Dismiss students in groups (by rows or partners) to avoid overcrowding and accidents.

Homework:

- Practice exercises from Rhythm pages 8 and 9 and Melodic Studies page 32.
- Review the fifteen parts of the guitar from Student page 3.
- Continue working on essay.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 6

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #1**
 - a. See pages 10–11 in the teacher’s edition for instructions.
 - b. Bonus: Play Warm-Up #1 on all six muted strings at once. To mute all strings, use the fingers of the left hand to gently deaden the vibration of the strings at the 3rd fret while strumming with the right hand. This produces a percussive sound that is perfect for this exercise. Be sure to count!
 - c. After students have played the warm-up on muted strings, have them play it again on an E major chord. This is when we introduce E major from Student page 60.
 - d. If you haven’t already done so, hand out copies of Student pages 60, 62, and 64. (These are available to download at www.habitsguitar.com.) Students can use these as a handy visual reminder when playing exercises from the Rhythm section. Students should keep these in their binder.
3. As a reminder, each time a new concept is introduced or it sounds like an exercise needs more work, have students play for their guitar partner and offer constructive feedback: a positive comment followed by something to improve.
4. Students complete their second culture-building activity (three minutes), which is designed to build a strong relationship between guitar partners.
 - a. Have partners share their favorite guitar player. Then choose a handful of students to introduce their partners to the class. They should tell us their partner’s name and favorite guitarist.
5. **RHYTHM (Student pages 8–9)**
 - a. Play all exercises on an E major chord.
 - b. Play *all* exercises on E major for the next one or two weeks, until students have learned all seven major chords in open position. (We have found that E major is a good starter chord for beginners.)
 - c. You’ll notice that exercises in the Rhythm section are labeled with circled letters A through G. These indicate which chord to strum. Again, start with E major, then expand to all seven major chords.
 - d. Play all exercises twice. The first time through, call on a student to play. The teacher then gives constructive feedback: a positive comment followed by something to improve.
 - e. The second time through, the entire class plays along with the teacher.
 - f. Repeat for each exercise on the page and look for the following:
 - i. Foot tapping quarter notes
 - ii. Counting out loud
 - iii. Strumming the rhythm with muted strings
6. Discuss the parts of the guitar on Student page 3. Tell the class there will be a multiple-choice test on the parts of the guitar.
7. **MELODIC STUDIES (Student pages 32–33)**
 - a. Play all the exercises on the page twice. First, choose one student to play the exercise. Then have the whole class play.
 - b. Repeat for each exercise on the page and look for the following:
 - i. Foot tapping quarter notes
 - ii. Counting out loud
 - iii. Strumming the rhythm with muted strings
8. **CHORDS (Student page 60)**
 - a. Review the E major chord in open position.

- b. To practice playing chords, we recommend having students pluck or pick each string individually before strumming the entire chord. This allows both the student and teacher to hear which notes are ringing clearly and which may need adjustment.

Homework:

- Practice exercises from the last page played in each section.
- Review the fifteen parts of the guitar from Student page 3.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 7

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #1**
 - a. See pages 10–11 in the teacher’s edition for instructions.
 - b. Bonus: Play Warm-Up #1 on all six muted strings at once. To mute all strings, use the fingers of the left hand to gently deaden the vibration of the strings at the 3rd fret while strumming with the right hand. This produces a percussive sound that is perfect for this exercise. Be sure to count!
 - c. After students have played the warm-up on muted strings, have them play it again on an E major chord.
3. **RHYTHM (Student pages 8–9)**
 - a. Play all exercises on an E major chord.
 - b. Play all exercises twice. The first time through, call on a student to play. The teacher then gives constructive feedback: a positive comment followed by something to improve.
 - c. The second time through, the entire class plays along with the teacher.
 - d. Repeat for each exercise on the page and look for the following:
 - i. Foot tapping quarter notes
 - ii. Counting out loud
 - iii. Strumming the rhythm with muted strings
4. Discuss the parts of the guitar on Student page 3. Tell the class there will be a multiple-choice test on the parts of the guitar *tomorrow*. You can download the “Parts of the Guitar” assessment at www.habitsguitar.com.
5. **MELODIC STUDIES (Student page 33)**
 - a. Play all the exercises on the page twice. First, choose one student to play the exercise. Then have the whole class play.
 - b. Repeat for each exercise on the page and look for the following:
 - i. Foot tapping quarter notes
 - ii. Counting out loud
 - iii. Strumming the rhythm with muted strings
 - c. Students write their own melody at the bottom of Student page 33 (Exercise 167). The teacher should lead the class in writing a four-measure melody on the board before giving students four minutes to write and practice their own melodies. Tell the class you will call on a few students to perform their compositions.
6. **CHORDS (Student page 60)**
 - a. Review and play all seven major chords in open position.
 - b. To practice playing chords, we recommend having students pluck or pick each string individually before strumming the entire chord. This allows both the student and teacher to hear which notes are ringing clearly and which may need adjustment.

Homework:

- Practice exercises from the last page played in each section.
- Review the fifteen parts of the guitar from Student page 3.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 8

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #1**
 - a. See pages 10–11 in the teacher’s edition for instructions.
 - b. After students have played the warm-up on muted strings, have them play it again on an E major chord.
3. **RHYTHM (Student pages 10–11)**
 - a. Play all exercises on an E major chord.
 - b. Play all exercises twice. The first time through, call on a student to play. The teacher then gives constructive feedback: a positive comment followed by something to improve.
 - c. The second time through, the entire class plays along with the teacher.
4. “Parts of the Guitar” Assessment (available to download from www.habitsguitar.com).
5. **MELODIC STUDIES (Student pages 33–34)**
 - a. Play all the exercises on the page twice. First, choose one student to play the exercise. Then have the whole class play.
6. **CHORDS (Student page 60)**
 - a. Review and play all seven major chords in open position.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 9

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #1**
 - a. See pages 10–11 in the teacher's edition for instructions.
 - b. After students have played the warm-up on muted strings, have them play it again on an E major chord.
3. **RHYTHM (Student pages 10–11)**
 - a. Play all exercises on an E major chord.
 - b. Play all exercises twice. The first time through, call on a student to play. The teacher then gives constructive feedback: a positive comment followed by something to improve.
 - c. The second time through, the entire class plays along with the teacher.
4. **MELODIC STUDIES (Student pages 33–34)**
 - a. Play all the exercises on the page twice. First, choose one student to play the exercise. Then have the whole class play.
 - b. Students write their own melody at the bottom of Student page 34 (Exercise 175). The teacher should lead the class in writing a four-measure melody on the board before giving students four minutes to write and practice their own melodies. Tell the class you will call on a few students to perform their compositions.
5. **CHORDS (Student page 60)**
 - a. Review and play all seven major chords in open position.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 10

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #1**
 - a. See pages 10–11 in the teacher’s edition for instructions.
 - b. After students have played the warm-up on muted strings, have them play it again on an E major chord.
3. **RHYTHM (Student pages 10–11)**
 - a. Play all exercises on an E major chord.
 - b. Play all exercises twice. The first time through, call on a student to play. The teacher then gives constructive feedback: a positive comment followed by something to improve.
 - c. The second time through, the entire class plays along with the teacher.
4. **MELODIC STUDIES (Student page 34)**
 - a. Play all the exercises on the page twice. First, choose one student to play the exercise. Then have the whole class play.
 - b. Students write their own melody at the bottom of Student page 34 (Exercise 175). The teacher should lead the class in writing a four-measure melody on the board before giving students four minutes to write and practice their own melodies. Tell the class you will call on a few students to perform their compositions.
5. **CHORDS (Student page 60)**
 - a. Review and *play* all seven major chords in open position.
 - b. To practice playing chords, we recommend having students pluck or pick each string individually before strumming the entire chord. This allows both the student and teacher to hear which notes are ringing clearly and which may need adjustment.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 11

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #1**
 - a. See pages 10–11 in the teacher’s edition for instructions.
 - b. After students have played the warm-up on muted strings, have them play it again on an E major chord.
3. Review all seven major chords on Student page 60. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com). Moving forward, students will use these chords for exercises in the Rhythm section.
4. Students complete another culture-building activity (three minutes) designed to build a strong relationship between guitar partners.
 - a. Have partners share what guitarist they would most like to sound like. Then choose a handful of students to introduce their partners to the class. They should tell us their partner’s name and what guitarist they would most like to sound like.
5. **RHYTHM (Student pages 8–9)**
 - a. Play all exercises on major chords in open position, as indicated by the circled letter at the beginning of each line. Circled letter A indicates A major. Circled letter B indicates B major, and so on. For now, use only major chords. Later, we will work with dominant and minor chord qualities.
 - b. Students should reference Student page 60 *or* the Chord Diagrams handout (available to download at www.habitsguitar.com).
 - c. Students are not expected to be able to play all seven major chords perfectly at this point. It is through daily repetition that students will develop the muscle memory required to play chords.
6. **MELODIC STUDIES (Student pages 32–33)**
7. **CHORDS (Student page 60)**
 - a. Review and play all seven major chords in open position.
 - b. To practice playing chords, we recommend having students pluck or pick each string individually before strumming the entire chord. This allows both the student and teacher to hear which notes are ringing clearly and which may need adjustment.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 12

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #1**
 - a. See pages 10–11 in the teacher’s edition for instructions.
 - b. After students have played the warm-up on muted strings, have them play it again on an E major chord.
3. Review all seven major chords on Student page 60. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com). Moving forward, students will use these chords for exercises in the Rhythm section.
4. Review note and rest values in simple meter on Student page 6.
 - a. The quiz at the bottom of this page is an excellent opportunity for students to demonstrate their understanding. We recommend doing the first couple exercises with your class before having them finish the quiz on their own. You can then give the correct answers aloud while students check their own work.
 - b. You can also ask students to create their own quiz as homework. The next day students exchange homemade quizzes with their partner to solidify the material.
5. **RHYTHM (Student pages 10–11)**
 - a. Play all exercises on major chords in open position, as indicated by the circled letter at the beginning of each line. Circled letter A indicates A major. Circled letter B indicates B major, and so on. For now, use only major chords. Later, we will work with dominant and minor chord qualities.
 - b. Students should reference Student page 60 *or* the chord diagrams handout (available to download at www.habitsguitar.com).
 - c. Students are not expected to be able to play all seven major chords perfectly at this point. It is through daily repetition that students will develop the muscle memory required to play chords.
6. **MELODIC STUDIES (Student pages 34–35)**
7. **CHORDS (Student page 60)**
 - a. Review and play all seven major chords in open position.
 - b. To practice playing chords, we recommend having students pluck or pick each string individually before strumming the entire chord. This allows both the student and teacher to hear which notes are ringing clearly and which may need adjustment.
8. **SONGS (Student page 68)**
 - a. Students practice the first line of *Au Clair de la Lune*. Measures 9–12 use notes the students have not yet learned. At this time, to play the complete song, let the students play measures 1–8, the teacher plays measures 9–12, and then the students begin playing again from measure 13 to the end.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 13

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #1**
 - a. See pages 10–11 in the teacher’s edition for instructions.
3. Review all seven major chords on Student page 60. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com). Moving forward, students will use these chords for exercises in the Rhythm section.
4. Review note and rest values in simple meter on Student page 6.
 - a. The quiz at the bottom of this page is an excellent opportunity for students to demonstrate their understanding. We recommend doing the first couple exercises with your class before having them finish the quiz on their own. You can then give the correct answers aloud while students check their own work.
 - b. Have students exchange homemade quizzes with their partner.
5. **RHYTHM (Student pages 12–13)**
 - a. Play all exercises on major chords in open position, as indicated by the circled letter at the beginning of each line. Circled letter A indicates A major. Circled letter B indicates B major, and so on. For now, use only major chords. Later, we will work with dominant and minor chord qualities.
 - b. Students should reference Student page 60 *or* the chord diagrams handout (available to download at www.habitsguitar.com).
 - c. Students are not expected to be able to play all seven major chords perfectly at this point. It is through daily repetition that students will develop the muscle memory required to play chords.
6. **MELODIC STUDIES (Student page 35)**
 - a. Students write their own melody at the bottom of Student page 35 (Exercise 184). The teacher should lead the class in writing a four-measure melody on the board before giving students four minutes to write and practice their own melodies. Tell the class you will call on a few students to perform their compositions.
7. **CHORDS (Student page 60)**
 - a. Review and play all seven major chords in open position.
8. **SONGS (Student page 68)**
 - a. Students practice the first line of *Au Clair de la Lune*. Measures 9–12 use notes the students have not yet learned. At this time, to play the complete song, let the students play measures 1–8, the teacher plays measures 9–12, and then the students begin playing again from measure 13 to the end.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 14

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #1**
 - a. See pages 10–11 in the teacher’s edition for instructions.
3. Review all seven major chords on Student page 60. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com). Moving forward, students will use these chords for exercises in the Rhythm section.
4. **RHYTHM (Student pages 10 and 12)**
 - a. Play all exercises on major chords in open position, as indicated by the circled letter at the beginning of each line. Circled letter A indicates A major. Circled letter B indicates B major, and so on. For now, use only major chords. Later, we will work with dominant and minor chord qualities.
 - b. Students should reference Student page 60 *or* the chord diagrams handout (available to download at www.habitsguitar.com).
 - c. Students are not expected to be able to play all seven major chords perfectly at this point. It is through daily repetition that students will develop the muscle memory required to play chords.
5. **MELODIC STUDIES (Student pages 34–35)**
 - a. Assess the notes on the 1st string next week on Day 19 (Thursday).
6. **CHORDS (Student page 60)**
 - a. Review and play all seven major chords in open position.
7. **SONGS (Student page 68)**
 - a. Students practice the first line of *Au Clair de la Lune*. Measures 9–12 use notes the students have not yet learned. At this time, to play the complete song, let the students play measures 1–8, the teacher plays measures 9–12, and then the students begin playing again from measure 13 to the end.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 15

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #1**
 - a. See pages 10–11 in the teacher’s edition for instructions.
3. Review all seven major chords on Student page 60. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com). Moving forward, students will use these chords for exercises in the Rhythm section.
4. **RHYTHM (Student pages 12–13)**
 - a. Play all exercises on major chords in open position, as indicated by the circled letter at the beginning of each line. Circled letter A indicates A major. Circled letter B indicates B major, and so on. For now, use only major chords. Later, we will work with dominant and minor chord qualities.
 - b. Students should reference Student page 60 *or* the chord diagrams handout (available to download at www.habitsguitar.com).
 - c. Students are not expected to be able to play all seven major chords perfectly at this point. It is through daily repetition that students will develop the muscle memory required to play chords.
5. **MELODIC STUDIES (Student pages 34–35)**
 - a. Assess the notes on the 1st string next week on Day 19 (Thursday).
6. **CHORDS (Student page 60)**
 - a. Review and play all seven major chords in open position.
 - b. Play Exercises 340–343.
7. **SONGS (Student page 68)**
 - a. Students practice the first line of *Au Clair de la Lune*. Measures 9–12 use notes the students have not yet learned. At this time, to play the complete song, let the students play measures 1–8, the teacher plays measures 9–12, and then the students begin playing again from measure 13 to the end.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 16

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (first half only)**
 - a. See pages 10–11 in the teacher’s edition for instructions.
 - b. Recommended tempo: 45 BPM.
3. As a reminder, each time a new concept is introduced or it sounds like an exercise needs more work, have students play for their guitar partner and offer constructive feedback: a positive comment followed by something to improve.
4. Students complete another culture-building activity (three minutes), which is designed to build a strong relationship between guitar partners.
 - a. Have partners share about their favorite live music experience (e.g., a concert) they attended. Then choose a handful of students to introduce their partners to the class. They should tell us their partner’s name and experience.
5. Review all seven major chords on Student page 60. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com). Moving forward, students will use these chords for exercises in the Rhythm section.
6. **RHYTHM (Student pages 10–11)**
 - a. Play all exercises on major chords in open position, as indicated by the circled letter at the beginning of each line. Circled letter A indicates A major. Circled letter B indicates B major, and so on. For now, use only major chords. Later, we will work with dominant and minor chord qualities.
 - b. Students should reference Student page 60 *or* the chord diagrams handout (available to download at www.habitsguitar.com).
 - c. Students are not expected to be able to play all seven major chords perfectly at this point. It is through daily repetition that students will develop the muscle memory required to play chords.
7. **MELODIC STUDIES (Student pages 34–35)**
 - a. Assess the notes on the 1st string next week on Day 19 (Thursday).
8. **CHORDS (Student page 60)**
 - a. Review and play all seven major chords in open position.
 - b. Play Exercises 340–343.
9. **SONGS (Student page 68)**
 - a. Try adding Parts 2 and 3 of *Au Clair de la Lune* when you feel the class is ready.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 17

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (first half only)**
 - a. See pages 10–11 in the teacher’s edition for instructions.
 - b. Recommended tempo: 45 BPM.
3. As a reminder, each time a new concept is introduced or it sounds like an exercise needs more work, have students play for their guitar partner and offer constructive feedback: a positive comment followed by something to improve.
4. Review all seven major chords on Student page 60. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com). Moving forward, students will use these chords for exercises in the Rhythm section.
5. **RHYTHM (Student pages 12–13)**
 - a. Play all exercises on major chords in open position, as indicated by the circled letter at the beginning of each line. Circled letter A indicates A major. Circled letter B indicates B major, and so on. For now, use only major chords. Later, we will work with dominant and minor chord qualities.
 - b. Students are not expected to be able to play all seven major chords perfectly at this point. It is through daily repetition that students will develop the muscle memory required to play chords.
6. **MELODIC STUDIES (Student pages 34–35)**
 - a. Assess the notes on the 1st string next week on Day 19 (Thursday).
7. **CHORDS (Student page 60)**
 - a. Review and play all seven major chords in open position.
 - b. Play Exercises 340–343.
8. **SONGS (Student page 68)**
 - a. Try adding Parts 2 and 3 of *Au Clair de la Lune* when you feel the class is ready.
9. *My Girl* by The Temptations
 - a. As time permits, work on a popular song at the end of each class. An excellent choice for beginners is *My Girl* by The Temptations, which features alternating F major and C major chords in the verse at a slow tempo. This is a fantastic way for beginners to get comfortable with the challenging F major chord. View the appendices in the teacher’s edition for more song recommendations.
 - b. *My Girl* also uses A minor and G7 dominant, which you will need to teach the class. Both are relatively easy and shouldn’t be a barrier to playing the song.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 18

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (first half only)**
 - a. See pages 10–11 in the teacher’s edition for instructions.
 - b. Recommended tempo: 50 BPM.
3. Review all seven major chords on Student page 60. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com). Moving forward, students will use these chords for exercises in the Rhythm section.
4. **RHYTHM (Student pages 14–15)**
5. **MELODIC STUDIES (Student pages 34–35)**
 - a. Assess the notes on the 1st string next week on Day 19 (Thursday).
 - b. Students write their own melody at the bottom of Student page 35 (Exercise 184). The teacher should lead the class in writing a four-measure melody on the board before giving students four minutes to write and practice their own melodies. Tell the class you will call on a few students to perform their compositions.
6. **CHORDS (Student pages 60–61)**
 - a. Review and play all seven major chords in open position.
 - b. Play all exercises on Student page 61.
7. **SONGS (Student page 68)**
 - a. Try adding Parts 2 and 3 of *Au Clair de la Lune* when you feel the class is ready.
8. *My Girl* by The Temptations
 - a. As time permits, work on a popular song at the end of each class. An excellent choice for beginners is *My Girl* by The Temptations, which features alternating F major and C major chords in the verse at a slow tempo. This is a fantastic way for beginners to get comfortable with the challenging F major chord. View the appendices in the teacher’s edition for more song recommendations.
 - b. *My Girl* also uses A minor and G7 dominant, which you will need to teach the class. Both are relatively easy and shouldn’t be a barrier to playing the song.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 19

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (first half only)**
 - a. See pages 10–11 in the teacher’s edition for instructions.
 - b. Recommended tempo: 50 BPM.
3. **ASSESSMENT**
 - a. MELODIC STUDIES (Student pages 34–35). Assess the notes of the 1st string.
 - b. Since there are seven or eight exercises per page, we recommend using an eight-sided dice or random number generator to determine which exercise each student plays. This is an excellent way to motivate students to practice the entire page of exercises since they won’t know which exercise they will be tested on.
 - c. Throughout the year, alternate where you start testing (back of the room, front of the room, etc.).
4. *My Girl* by The Temptations
 - a. As time permits, work on a popular song at the end of each class. An excellent choice for beginners is *My Girl* by The Temptations, which features alternating F major and C major chords in the verse at a slow tempo. This is a fantastic way for beginners to get comfortable with the challenging F major chord. View the appendices in the teacher’s edition for more song recommendations.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 20

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (first half only)**
 - a. See pages 10–11 in the teacher's edition for instructions.
 - b. Recommended tempo: 50 BPM.
3. Review all seven major chords on Student page 60. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com). Moving forward, students will use these chords for exercises in the Rhythm section.
4. **RHYTHM (Student pages 16–17)**
5. **MELODIC STUDIES (Student pages 36–37)**
 - a. Notes on the 2nd string
6. **CHORDS (Student pages 60–61)**
 - a. Review and play all seven major chords in open position.
 - b. Play all exercises on Student page 61.
7. **SONGS (Student page 68)**
 - a. Try adding Parts 2 and 3 of *Au Clair de la Lune* when you feel the class is ready.
8. *My Girl* by The Temptations (or another popular song), as time permits.
9. Introduce the C Major Pentatonic Scale Pattern #1 from the inside of the back cover of the Student book.
 - a. Students can use this scale to improvise over pop songs in C major, such as *My Girl*.
 - b. We recommend starting with just the notes of the 1st and 2nd strings of the scale pattern, then add the notes of the 3rd string after a couple days, then the 4th string, and so on. Students will still have fun and be able to improvise using only a few strings at a time.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 21

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (first half only)**
 - a. See pages 10–11 in the teacher’s edition for instructions.
 - b. Recommended tempo: 50 BPM.
3. As a reminder, each time a new concept is introduced or it sounds like an exercise needs more work, have students play for their guitar partner and offer constructive feedback: a positive comment followed by something to improve.
4. Students complete another culture-building activity (three minutes), which is designed to build a strong relationship between guitar partners.
 - a. Have partners share what artist or band (living or deceased) they would most like to hear in concert. Then choose a handful of students to introduce their partner to the class. They should tell us their partner’s name and the artist or band they chose.
5. Review all seven major chords on Student page 60. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com). Moving forward, students will use these chords for exercises in the Rhythm section.
6. **RHYTHM (Student pages 12–13)**
 - a. Play all exercises on major chords in open position, as indicated by the circled letter at the beginning of each line. Circled letter A indicates A major. Circled letter B indicates B major, and so on. For now, use only major chords. Later, we will work with dominant and minor chord qualities.
 - b. Students are not expected to be able to play all seven major chords perfectly at this point. It is through daily repetition that students will develop the muscle memory required to play chords.
7. **MELODIC STUDIES (Student page 37)**
 - a. Notes on the 2nd string
 - b. Students write their own melody at the bottom of Student page 37 (Exercise 198). The teacher should lead the class in writing a four-measure melody on the board before giving students four minutes to write and practice their own melodies. Tell the class you will call on a few students to perform their compositions.
8. **CHORDS (Student page 61)**
 - a. Review and play all seven major chords in open position.
 - b. Play all exercises on Student page 61.
9. **SONGS (Student page 68)**
 - a. Try adding Parts 2 and 3 of *Au Clair de la Lune* when you feel the class is ready.
10. *My Girl* by The Temptations
 - a. As time permits, work on a popular song at the end of each class. An excellent choice for beginners is *My Girl* by The Temptations, which features alternating F major and C major chords in the verse at a slow tempo. This is a fantastic way for beginners to get comfortable with the challenging F major chord. View the appendices in the teacher’s edition for more song recommendations.
11. Introduce the C Major Pentatonic Scale Pattern #1 from the inside of the back cover of the Student book.
 - a. Students can use this scale to improvise over pop songs in C major, such as *My Girl*.
 - b. We recommend starting with just the notes of the 1st and 2nd strings of the scale pattern, then add the notes of the 3rd string after a couple days, then the 4th string, and so on. Students will still have fun and be able to improvise using only a few strings at a time.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 22

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (first half only)**
 - a. See pages 10–11 in the teacher's edition for instructions.
 - b. Recommended tempo: 50 BPM.
3. Review all seven major chords on Student page 60. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com). Moving forward, students will use these chords for exercises in the Rhythm section.
4. Understanding Time Signatures (Student page 7)
 - a. We use boxes as a visual representation of time/space. This has been a valuable tool in demonstrating standard rhythmic notation to beginners.
 - b. The nine questions at the bottom of Student page 7 are an excellent opportunity for students to demonstrate their understanding of time signatures. We recommend doing the first couple exercises with your class before having them finish on their own. You can then give the class the correct answers out loud, having them check their own work.
 - c. **Teacher Tip:** Ask students to create their own quiz as homework. The next day they can exchange homemade quizzes with their partner to solidify knowledge of the material.
5. **RHYTHM (Student pages 14–15)**
6. **MELODIC STUDIES (Student pages 37–38)**
 - a. Notes on the 2nd string
7. **CHORDS (Student page 61)**
 - a. Review and play all seven major chords in open position.
 - b. Play all exercises on Student page 61.
8. **SONGS (Student pages 68 and/or 69)**
 - a. *Au Clair de la Lune* and/or *Ode to Joy*
 - b. Try adding Parts 2 and 3 when you feel the class is ready.
9. *My Girl* by The Temptations (or another popular song), as time permits.
 - a. Begin working on the introduction using tabs.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 23

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (first half only)**
 - a. See pages 10–11 in the teacher's edition for instructions.
 - b. Recommended tempo: 55 BPM.
3. Review all seven major chords on Student page 60. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com). Moving forward, students will use these chords for exercises in the Rhythm section.
4. Understanding Time Signatures (Student page 7)
 - a. We use boxes as a visual representation of time/space. This has been a valuable tool in demonstrating standard rhythmic notation to beginners.
 - b. The nine questions at the bottom of Student page 7 are an excellent opportunity for students to demonstrate their understanding of time signatures. We recommend doing the first couple exercises with your class before having them finish on their own. You can then give the class the correct answers out loud, having them check their own work.
 - c. **Teacher Tip:** Today, students exchange homemade quizzes with their partner.
5. **RHYTHM (Student pages 16–17)**
6. **MELODIC STUDIES (Student page 38)**
 - a. Notes on the 2nd string
7. **CHORDS (Student page 61)**
 - a. Review and play all seven major chords in open position.
 - b. Play all exercises on Student page 61.
 - c. On page 61, have students write their own chord progression (Exercise 352).
8. **SONGS (Student pages 68 and/or 69)**
 - a. *Au Clair de la Lune* and/or *Ode to Joy*
 - b. Try adding Parts 2 and 3 when you feel the class is ready.
 - c. Partners can choose different parts and play together for the class. These songs can also be used for the midterm (the instructor plays the chords).
9. *My Girl* by The Temptations (or another popular song), as time permits.
 - a. Begin working on the introduction using tabs.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 24

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (first half only)**
 - a. See pages 10–11 in the teacher's edition for instructions.
 - b. Recommended tempo: 55 BPM.
3. **RHYTHM (Student pages 18–19)**
4. **MELODIC STUDIES (Student page 38)**
 - a. Notes on the 2nd string
 - b. Assess pages 38–39 next Thursday (Day 29)
 - c. Students write their own melody on page 38 (Exercise 206). The teacher should lead the class in writing a four-measure melody on the board before giving students four minutes to write and practice their own melodies. Tell the class you will call on a few students to perform their compositions.
5. **CHORDS (Student page 61)**
 - a. Review and play all seven major chords in open position.
 - b. Play all exercises on Student page 61.
6. *My Girl* by The Temptations (or another popular song), as time permits.
7. Continue working on the C Major Pentatonic Scale Pattern #1 from the inside of the back cover of the Student book.
 - a. Students can use this scale to improvise over pop songs in C major, such as *My Girl*.
 - b. We recommend starting with just the notes of the 1st and 2nd strings of the scale pattern, then add the notes of the 3rd string after a couple days, then the 4th string, and so on. Students will still have fun and be able to improvise using only a few strings at a time.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 25

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (first half only)**
 - a. See pages 10–11 in the teacher’s edition for instructions.
 - b. Recommended tempo: 55 BPM.
3. Review all seven major chords on Student page 60. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com). Moving forward, students will use these chords for exercises in the Rhythm section.
4. **RHYTHM (Student pages 18–19)**
5. **MELODIC STUDIES (Student page 39)**
 - a. Notes on the 2nd string
 - b. Assess pages 38–39 next Thursday (Day 29)
6. **CHORDS (Student page 61)**
 - a. Review and play all seven major chords in open position.
 - b. Play all exercises on Student page 61.
7. **SONGS (Student pages 68 and/or 69)**
 - a. *Au Clair de la Lune* and/or *Ode to Joy*
 - b. The class now knows all the notes of *Au Clair*. Have students play the new 3rd string notes in measures 9–12 for their partners and give constructive feedback.
 - c. Try adding Parts 2 and 3 when you feel the class is ready.
 - d. Partners can choose different parts and play together for the class. These songs can also be used for the midterm (the instructor plays the chords).
8. *My Girl* by The Temptations (or another popular song), as time permits.
9. Continue working on the C Major Pentatonic Scale Pattern #1 from the inside of the back cover of the Student book.
 - a. Students can use this scale to improvise over pop songs in C major, such as *My Girl*.
 - b. We recommend starting with just the notes of the 1st and 2nd strings of the scale pattern, then add the notes of the 3rd string after a couple days, then the 4th string, and so on. Students will still have fun and be able to improvise using only a few strings at a time.
 - c. Students can now play *My Girl* with their partner and take turns improvising over the verse using the C Major Pentatonic Scale Pattern #1. One partner strums the chords while the other improvises.
10. If using *My Girl* for the midterm, it looks like this:

Partner 1	Partner 2
Intro	Intro
Verse	Verse
Chorus	Chorus
Verse	Improvising
Improvising	Verse
End on C major chord	End on C major chord

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 26

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (first half only)**
 - a. See pages 10–11 in the teacher’s edition for instructions.
 - b. Recommended tempo: 60 BPM.
3. As a reminder, each time a new concept is introduced or it sounds like an exercise needs more work, have students play for their guitar partner and offer constructive feedback: a positive comment followed by something to improve.
4. Students complete another culture-building activity (three minutes), which is designed to build a strong relationship between guitar partners.
 - a. Have partners share where they would live if money weren’t an obstacle. Then choose a handful of students to introduce their partner to the class. They should tell us their partner’s name and where they would live.
5. Note and Rest Values in Simple Meter (Student page 6)
 - a. The quiz at the bottom of this page is an excellent opportunity for students to demonstrate their understanding of note and rest values. We recommend doing the first couple exercises with the class about six weeks into the school year, then ask students to create their own quiz as homework. They can exchange homemade quizzes with their partner the next day to solidify knowledge of the material.
6. Review all seven major chords on Student page 60. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com). Moving forward, students will use these chords for exercises in the Rhythm section.
7. **RHYTHM (Student pages 16–17)**
 - a. Play all exercises on major chords in open position, as indicated by the circled letter at the beginning of each line. Circled letter A indicates A major. Circled letter B indicates B major, and so on. For now, use only major chords. Later, we will work with dominant and minor chord qualities.
 - b. Students are not expected to be able to play all seven major chords perfectly at this point. It is through daily repetition that students will develop the muscle memory required to play chords.
8. **MELODIC STUDIES (Student pages 38–39)**
 - a. Notes on the 2nd string
 - b. Assess pages 38–39 this Thursday (Day 29)
9. **CHORDS (Student page 61)**
 - a. Review and play all seven major chords in open position.
 - b. Play all exercises on Student page 61.
10. **SONGS (Student pages 68 and/or 69)**
 - a. *Au Clair de la Lune* and/or *Ode to Joy*
 - b. Try adding Parts 2 and 3 when you feel the class is ready.
 - c. Partners can choose different parts and play together for the class. These songs can also be used for the midterm (the instructor plays the chords).
11. *My Girl* by The Temptations (or another popular song), as time permits.
12. Continue working on the C Major Pentatonic Scale Pattern #1 from the inside of the back cover of the Student book.
 - a. Students can use this scale to improvise over pop songs in C major, such as *My Girl*.
 - b. We recommend starting with just the notes of the 1st and 2nd strings of the scale pattern, then add the notes of the 3rd string after a couple days, then the 4th string, and so on. Students will still have fun and be able to improvise using only a few strings at a time.

- c. Students can now play *My Girl* with their partner and take turns improvising over the verse using the C Major Pentatonic Scale Pattern #1. One partner strums the chords while the other improvises.
13. If using *My Girl* for the midterm, it looks like this:

Partner 1	Partner 2
Intro	Intro
Verse	Verse
Chorus	Chorus
Verse	Improvising
Improvising	Verse
End on C major chord	End on C major chord

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 27

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (first half only)**
 - a. See pages 10–11 in the teacher's edition for instructions.
 - b. Recommended tempo: 65 BPM.
3. Review all seven major chords on Student page 60. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com). Moving forward, students will use these chords for exercises in the Rhythm section.
4. **RHYTHM (Student pages 18–19)**
5. **MELODIC STUDIES (Student page 39)**
 - a. Notes on the 2nd string
 - b. Assess pages 38–39 this Thursday (Day 29)
 - c. Students write their own melody on page 39 (Exercise 214). The teacher should lead the class in writing a four-measure melody on the board before giving students four minutes to write and practice their own melodies. Tell the class you will call on a few students to perform their compositions.
6. **CHORDS (Student page 61)**
 - a. Review and play all seven major chords in open position.
 - b. Play all exercises on Student page 61.
7. **SONGS (Student pages 68 and/or 69)**
 - a. *Au Clair de la Lune* and/or *Ode to Joy*
 - b. Partners can choose different parts and play together for the class. These songs can also be used for the midterm (the instructor plays the chords).
8. *My Girl* by The Temptations (or another popular song), as time permits.
9. Continue working on the C Major Pentatonic Scale Pattern #1 from the inside of the back cover of the Student book.
 - a. Students can use this scale to improvise over pop songs in C major, such as *My Girl*.
 - b. We recommend starting with just the notes of the 1st and 2nd strings of the scale pattern, then add the notes of the 3rd string after a couple days, then the 4th string, and so on. Students will still have fun and be able to improvise using only a few strings at a time.
 - c. Students can now play *My Girl* with their partner and take turns improvising over the verse using the C Major Pentatonic Scale Pattern #1. One partner strums the chords while the other improvises.
10. If using *My Girl* for the midterm, it looks like this:

Partner 1	Partner 2
Intro	Intro
Verse	Verse
Chorus	Chorus
Verse	Improvising
Improvising	Verse
End on C major chord	End on C major chord

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 28

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (first half only)**
 - a. See pages 10–11 in the teacher's edition for instructions.
 - b. Recommended tempo: 65 BPM.
3. Review all seven major chords on Student page 60. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com). Moving forward, students will use these chords for exercises in the Rhythm section.
4. **RHYTHM (Student pages 16–17)**
5. **MELODIC STUDIES (Student pages 38–39)**
 - a. Notes on the 2nd string
 - b. Assess pages 38–39 tomorrow (Day 29)
6. **CHORDS (Student page 61)**
 - a. Review and play all seven major chords in open position.
 - b. Play all exercises on Student page 61.
 - c. To practice playing chords, we recommend having students pluck or pick each string individually before strumming the entire chord. This allows both the student and teacher to hear which notes are ringing clearly and which may need adjustment.
7. **SONGS (Student pages 68 and/or 69)**
 - a. *Au Clair de la Lune* and/or *Ode to Joy*
8. *My Girl* by The Temptations (or another popular song), as time permits.
 - a. Continue working on the introduction using tabs.
9. Continue working on the C Major Pentatonic Scale Pattern #1 from the inside of the back cover of the Student book.
 - a. Students can use this scale to improvise over pop songs in C major, such as *My Girl*.
 - b. Students can now play *My Girl* with their partner and take turns improvising over the verse using the C Major Pentatonic Scale Pattern #1. One partner strums the chords while the other improvises.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 29

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (first half only)**
 - a. See pages 10–11 in the teacher's edition for instructions.
 - b. Recommended tempo: 65 BPM.
3. **ASSESSMENT**
 - a. MELODIC STUDIES (Student pages 38–39). Assess the notes of the 2nd string.
 - b. You know your class best and know which of these pages would be a fair evaluation of their knowledge and playing skills.
 - c. Since there are seven or eight exercises per page, we recommend using an eight-sided dice or random number generator to determine which exercise each student plays. This is an excellent way to motivate students to practice the entire page of exercises since they won't know which exercise they will be tested on.
 - d. Throughout the year, alternate where you start testing (back of the room, front of the room, etc.).
4. *My Girl* by The Temptations (or another popular song), as time permits.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 30

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (first half only)**
 - a. See pages 10–11 in the teacher's edition for instructions.
 - b. Recommended tempo: 60 BPM.
3. Review all seven major chords on Student page 60. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com). Moving forward, students will use these chords for exercises in the Rhythm section.
4. **RHYTHM (Student pages 18–19)**
5. **MELODIC STUDIES (Student pages 40–41)**
 - a. Notes on the 3rd string
6. **CHORDS (Student page 61)**
 - a. Review and play all seven major chords in open position.
 - b. Play all exercises on Student page 61.
 - c. To practice playing chords, we recommend having students pluck or pick each string individually before strumming the entire chord. This allows both the student and teacher to hear which notes are ringing clearly and which may need adjustment.
 - d. Assess major chords next Wednesday (Day 33)
7. **SONGS (Student page 69)**
 - a. *Ode to Joy*
8. *My Girl* by The Temptations (or another popular song), as time permits.
 - a. Continue working on the introduction using tabs.
9. Continue working on the C Major Pentatonic Scale Pattern #1 from the inside of the back cover of the Student book.
 - a. Students can use this scale to improvise over pop songs in C major, such as *My Girl*.
 - b. Students can now play *My Girl* with their partner and take turns improvising over the verse using the C Major Pentatonic Scale Pattern #1. One partner strums the chords while the other improvises.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 31

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (entire warm-up)**
 - a. See pages 10–11 in the teacher’s edition for instructions.
 - b. This can be continued up the neck indefinitely if students need more work alternating picking and coordinating the two hands.
 - c. Recommended tempo: 45 BPM.
3. As a reminder, each time a new concept is introduced or it sounds like an exercise needs more work, have students play for their guitar partner and offer constructive feedback: a positive comment followed by something to improve.
4. Students complete another culture-building activity (three minutes), which is designed to build a strong relationship between guitar partners.
 - a. Have partners share their favorite food. Then choose a handful of students to introduce their partner to the class. They should tell us their partner’s name and favorite food.
5. Review all seven dominant chords on Student page 62. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com). Moving forward, students will use both major and dominant chords for exercises in the Rhythm section. But use primarily dominant chords this first week so students can get used to them.
6. **RHYTHM (Student pages 16–17)**
7. **MELODIC STUDIES (Student pages 40–41)**
 - a. Notes on the 3rd string
8. **CHORDS (Student page 61)**
 - a. Review and play all seven major chords in open position.
 - b. Play all exercises on Student page 61.
 - c. To practice playing chords, we recommend having students pluck or pick each string individually before strumming the entire chord. This allows both the student and teacher to hear which notes are ringing clearly and which may need adjustment.
 - d. Assess major chords next Wednesday (Day 33)
9. **SONGS (Student page 69)**
 - a. *Ode to Joy*
10. *My Girl* by The Temptations (or another popular song), as time permits.
 - a. Continue working on the introduction using tabs.
11. Continue working on the C Major Pentatonic Scale Pattern #1 from the inside of the back cover of the Student book.
 - a. Students can use this scale to improvise over pop songs in C major, such as *My Girl*.
 - b. Students can now play *My Girl* with their partner and take turns improvising over the verse using the C Major Pentatonic Scale Pattern #1. One partner strums the chords while the other improvises.
12. If using *My Girl* for the midterm, it looks like this:

Partner 1	Partner 2
Intro	Intro
Verse	Verse
Chorus	Chorus
Verse	Improvising
Improvising	Verse
End on C major chord	End on C major chord

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 32

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (entire warm-up)**
 - a. See pages 10–11 in the teacher’s edition for instructions.
 - b. This can be continued up the neck indefinitely if students need more work alternating picking and coordinating the two hands.
 - c. Recommended tempo: 45 BPM.
3. Review all seven dominant chords on Student page 62. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com). Moving forward, students will use both major and dominant chords for exercises in the Rhythm section. But use primarily dominant chords this first week so students can get used to them.
4. **RHYTHM (Student pages 18–19)**
5. **MELODIC STUDIES (Student page 41)**
 - a. Notes on the 3rd string
 - b. Students write their own melody on page 41 (Exercise 228). The teacher should lead the class in writing a four-measure melody on the board before giving students four minutes to write and practice their own melodies. Tell the class you will call on a few students to perform their compositions.
6. **CHORDS (Student page 61)**
 - a. Review and play all seven major chords in open position.
 - b. Play all exercises on Student page 61.
 - c. Assess major chords tomorrow (Day 33)
7. **SONGS (Student page 69)**
 - a. *Ode to Joy*
8. *My Girl* by The Temptations (or another popular song), as time permits.
 - a. Continue working on the introduction using tabs.
9. Continue working on the C Major Pentatonic Scale Pattern #1 from the inside of the back cover of the Student book.
 - a. Students can use this scale to improvise over pop songs in C major, such as *My Girl*.
 - b. Students can now play *My Girl* with their partner and take turns improvising over the verse using the C Major Pentatonic Scale Pattern #1. One partner strums the chords while the other improvises.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 33

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (entire warm-up)**
 - a. See pages 10–11 in the teacher’s edition for instructions.
 - b. This can be continued up the neck indefinitely if students need more work alternating picking and coordinating the two hands.
 - c. Recommended tempo: 45 BPM.
3. **ASSESSMENT**
 - a. CHORDS (Student page 60). Assess major chords.
 - b. We recommend having students pluck or pick each string individually before strumming the entire chord. This allows both the student and teacher to hear which notes are ringing clearly and which may need adjustment.
4. *My Girl* by The Temptations (or another popular song), as time permits.
 - a. Continue working on the introduction using tabs.
5. Continue working on the C Major Pentatonic Scale Pattern #1 from the inside of the back cover of the Student book.
 - a. Students can use this scale to improvise over pop songs in C major, such as *My Girl*.
 - b. Students can now play *My Girl* with their partner and take turns improvising over the verse using the C Major Pentatonic Scale Pattern #1. One partner strums the chords while the other improvises.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 34

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (entire warm-up)**
 - a. See pages 10–11 in the teacher's edition for instructions.
 - b. This can be continued up the neck indefinitely if students need more work alternating picking and coordinating the two hands.
 - c. Recommended tempo: 50 BPM.
3. Review all seven dominant chords on Student page 62. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com). Moving forward, students will use both major and dominant chords for exercises in the Rhythm section. But use primarily dominant chords this first week so students can get used to them.
4. **RHYTHM (Student pages 8–9)**
 - a. Use primarily dominant chords for these exercises.
5. **MELODIC STUDIES (Student pages 41–42)**
 - a. Notes on the 3rd string
6. **CHORDS (Student page 62)**
 - a. Review and play through the seven dominant chords in open position.
7. **SONGS (Student page 69)**
 - a. *Ode to Joy*
8. *My Girl* by The Temptations (or another popular song), as time permits.
 - a. Continue working on the introduction using tabs.
9. Continue working on the C Major Pentatonic Scale Pattern #1 from the inside of the back cover of the Student book.
 - a. Students can use this scale to improvise over pop songs in C major, such as *My Girl*.
 - b. Students can now play *My Girl* with their partner and take turns improvising over the verse using the C Major Pentatonic Scale Pattern #1. One partner strums the chords while the other improvises.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 35

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (entire warm-up)**
 - a. See pages 10–11 in the teacher's edition for instructions.
 - b. This can be continued up the neck indefinitely if students need more work alternating picking and coordinating the two hands.
 - c. Recommended tempo: 50 BPM.
3. Review all seven dominant chords on Student page 62. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com). Moving forward, students will use both major and dominant chords for exercises in the Rhythm section. But use primarily dominant chords this first week so students can get used to them.
4. **RHYTHM (Student pages 10–11)**
 - a. Use primarily dominant chords for these exercises.
5. **MELODIC STUDIES (Student pages 41–42)**
 - a. Notes on the 3rd string
6. **CHORDS (Student page 62)**
 - a. Review and play through the seven dominant chords in open position.
 - b. Play all exercises on Student page 62.
7. **SONGS (Student page 69)**
 - a. *Ode to Joy*
8. *My Girl* by The Temptations (or another popular song), as time permits.
 - a. Continue working on the introduction using tabs.
9. Continue working on the C Major Pentatonic Scale Pattern #1 from the inside of the back cover of the Student book.
 - a. Students can use this scale to improvise over pop songs in C major, such as *My Girl*.
 - b. Students can now play *My Girl* with their partner and take turns improvising over the verse using the C Major Pentatonic Scale Pattern #1. One partner strums the chords while the other improvises.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 36

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (entire warm-up)**
 - a. See pages 10–11 in the teacher’s edition for instructions.
 - b. This can be continued up the neck indefinitely if students need more work alternating picking and coordinating the two hands.
 - c. Recommended tempo: 50 BPM.
3. As a reminder, each time a new concept is introduced or it sounds like an exercise needs more work, have students play for their guitar partner and offer constructive feedback: a positive comment followed by something to improve.
4. Students complete another culture-building activity (three minutes), which is designed to build a strong relationship between guitar partners.
 - a. Have partners share where they would vacation if money were no object. Then choose a handful of students to introduce their partner to the class. They should tell us their partner’s name and vacation spot.
5. Understanding Time Signatures (Student page 7)
 - a. We use boxes as a visual representation of time/space. This has been a valuable tool in demonstrating standard rhythmic notation to beginners.
 - b. The nine questions at the bottom of Student page 7 are an excellent opportunity for students to demonstrate their understanding of time signatures. We recommend doing the first couple exercises with your class before having them finish on their own. You can then give the class the correct answers out loud, having them check their own work.
 - c. **Teacher Tip:** Ask students to create their own quiz as homework. The next day they can exchange homemade quizzes with their partner to solidify knowledge of the material.
6. Review all seven dominant chords on Student page 62. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com).
7. **RHYTHM (Student pages 12–13)**
 - a. Use dominant chords.
 - b. Students are not expected to be able to play all seven dominant chords perfectly at this point. It is through daily repetition that students will develop the muscle memory required to play chords.
8. **MELODIC STUDIES (Student pages 41–42)**
 - a. Notes on the 3rd string
9. **CHORDS (Student page 62)**
 - a. Review and play through the seven dominant chords in open position.
 - b. Play all exercises on Student page 62.
10. **SONGS (Student page 69)**
 - a. *Ode to Joy*
11. *My Girl* by The Temptations (or another popular song), as time permits.
 - a. Continue working on the introduction using tabs.
12. Continue working on the C Major Pentatonic Scale Pattern #1 from the inside of the back cover of the Student book.
 - a. Students can use this scale to improvise over pop songs in C major, such as *My Girl*.
 - b. Students can now play *My Girl* with their partner and take turns improvising over the verse using the C Major Pentatonic Scale Pattern #1. One partner strums the chords while the other improvises.

13. If using *My Girl* for the midterm, it looks like this:

Partner 1	Partner 2
Intro	Intro
Verse	Verse
Chorus	Chorus
Verse	Improvising
Improvising	Verse
End on C major chord	End on C major chord

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 37

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (entire warm-up)**
 - a. See pages 10–11 in the teacher's edition for instructions.
 - b. This can be continued up the neck indefinitely if students need more work alternating picking and coordinating the two hands.
 - c. Recommended tempo: 55 BPM.
3. Review all seven dominant chords on Student page 62. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com).
4. **RHYTHM (Student pages 14–15)**
 - a. Page 14 with major chords.
 - b. Page 15 with dominant chords.
5. **MELODIC STUDIES (Student page 42)**
 - a. Notes on the 3rd string
 - b. Students write their own melody on page 42 (Exercise 237). The teacher should lead the class in writing a four-measure melody on the board before giving students four minutes to write and practice their own melodies. Tell the class you will call on a few students to perform their compositions.
6. **CHORDS (Student page 63)**
 - a. Review and play through the seven dominant chords in open position.
 - b. Play all exercises on Student page 63.
7. **SONGS (Student page 69)**
 - a. *Ode to Joy*
8. *My Girl* by The Temptations (or another popular song), as time permits.
9. Continue working on the C Major Pentatonic Scale Pattern #1 from the inside of the back cover of the Student book.
 - a. Students can use this scale to improvise over pop songs in C major, such as *My Girl*.
 - b. Students can now play *My Girl* with their partner and take turns improvising over the verse using the C Major Pentatonic Scale Pattern #1. One partner strums the chords while the other improvises.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 38

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (entire warm-up)**
 - a. See pages 10–11 in the teacher's edition for instructions.
 - b. This can be continued up the neck indefinitely if students need more work alternating picking and coordinating the two hands.
 - c. Recommended tempo: 55 BPM.
3. Review all seven dominant chords on Student page 62. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com).
4. **RHYTHM (Student pages 16–17)**
 - a. Use dominant chords.
5. **MELODIC STUDIES (Student pages 42–43)**
 - a. Notes on the 3rd string
6. **CHORDS (Student page 63)**
 - a. Review and play through the seven dominant chords in open position.
 - b. Play all exercises on Student page 63.
 - c. Students write their own chord progression on page 63 (Exercise 365).
7. **SONGS (Student page 69)**
 - a. *Ode to Joy*
8. *My Girl* by The Temptations (or another popular song), as time permits.
9. Continue working on the C Major Pentatonic Scale Pattern #1 from the inside of the back cover of the Student book.
 - a. Students can use this scale to improvise over pop songs in C major, such as *My Girl*.
 - b. Students can now play *My Girl* with their partner and take turns improvising over the verse using the C Major Pentatonic Scale Pattern #1. One partner strums the chords while the other improvises.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 39

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (entire warm-up)**
 - a. See pages 10–11 in the teacher's edition for instructions.
 - b. This can be continued up the neck indefinitely if students need more work alternating picking and coordinating the two hands.
 - c. Recommended tempo: 55 BPM.
3. Review all seven dominant chords on Student page 62. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com).
4. **RHYTHM (Student pages 18–19)**
 - a. Use dominant chords.
5. **MELODIC STUDIES (Student pages 42–43)**
 - a. Notes on the 3rd string
6. **CHORDS (Student page 63)**
 - a. Review and play through the seven dominant chords in open position.
 - b. Play all exercises on Student page 63.
7. **SONGS (Student page 69)**
 - a. *Ode to Joy*
8. *My Girl* by The Temptations (or another popular song), as time permits.
9. Continue working on the C Major Pentatonic Scale Pattern #1 from the inside of the back cover of the Student book.
 - a. Students can use this scale to improvise over pop songs in C major, such as *My Girl*.
 - b. Students can now play *My Girl* with their partner and take turns improvising over the verse using the C Major Pentatonic Scale Pattern #1. One partner strums the chords while the other improvises.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 40

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (entire warm-up)**
 - a. See pages 10–11 in the teacher's edition for instructions.
 - b. This can be continued up the neck indefinitely if students need more work alternating picking and coordinating the two hands.
 - c. Recommended tempo: 60 BPM.
3. Review all seven dominant chords on Student page 62. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com).
4. **RHYTHM (Student pages 16–17)**
 - a. Page 16 with major chords.
 - b. Page 17 with dominant chords.
5. **MELODIC STUDIES (Student page 43)**
 - a. Notes on the 3rd string
 - b. Students write their own melody on page 43 (Exercise 244). The teacher should lead the class in writing a four-measure melody on the board before giving students four minutes to write and practice their own melodies. Tell the class you will call on a few students to perform their compositions.
6. **CHORDS (Student page 63)**
 - a. Review and play through the seven dominant chords in open position.
 - b. Play all exercises on Student page 63.
7. **SONGS (Student page 69)**
 - a. *Ode to Joy*
8. *My Girl* by The Temptations (or another popular song), as time permits.
9. Continue working on the C Major Pentatonic Scale Pattern #1 from the inside of the back cover of the Student book.
 - a. Students can use this scale to improvise over pop songs in C major, such as *My Girl*.
 - b. Students can now play *My Girl* with their partner and take turns improvising over the verse using the C Major Pentatonic Scale Pattern #1. One partner strums the chords while the other improvises.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 41

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (entire warm-up)**
 - a. See pages 10–11 in the teacher’s edition for instructions.
 - b. This can be continued up the neck indefinitely if students need more work alternating picking and coordinating the two hands.
 - c. Recommended tempo: 60 BPM.
3. As a reminder, each time a new concept is introduced or it sounds like an exercise needs more work, have students play for their guitar partner and offer constructive feedback: a positive comment followed by something to improve.
4. Students complete another culture-building activity (three minutes), which is designed to build a strong relationship between guitar partners.
 - a. Have partners share what kind of guitar they would get if money were no object. Then choose a handful of students to introduce their partner to the class. They should tell us their partner’s name and preferred guitar (e.g., 1952 Fender Telecaster, 1959 Gibson Les Paul Standard Sunburst, 1962 Fender Stratocaster in Fiesta Red).
5. Review all seven dominant chords on Student page 62. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com).
6. **RHYTHM (Student pages 16–17)**
 - a. Page 16 with major chords.
 - b. Page 17 with dominant chords.
7. **MELODIC STUDIES (Student pages 42–43)**
 - a. Notes on the 3rd string
8. **CHORDS (Student page 63)**
 - a. Review and play through the seven dominant chords in open position.
 - b. Play all exercises on Student page 63.
9. **SONGS (Student page 69)**
 - a. *Ode to Joy*
10. *My Girl* by The Temptations (or another popular song), as time permits.
11. Continue working on the C Major Pentatonic Scale Pattern #1 from the inside of the back cover of the Student book.
 - a. Students can use this scale to improvise over pop songs in C major, such as *My Girl*.
 - b. Students can now play *My Girl* with their partner and take turns improvising over the verse using the C Major Pentatonic Scale Pattern #1. One partner strums the chords while the other improvises.
12. If using *My Girl* for the midterm, it looks like this:

Partner 1	Partner 2
Intro	Intro
Verse	Verse
Chorus	Chorus
Verse	Improvising
Improvising	Verse
End on C major chord	End on C major chord

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 42

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (entire warm-up)**
 - a. See pages 10–11 in the teacher's edition for instructions.
 - b. This can be continued up the neck indefinitely if students need more work alternating picking and coordinating the two hands.
 - c. Recommended tempo: 60 BPM.
3. Review all seven dominant chords on Student page 62. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com).
4. **RHYTHM (Student pages 18–19)**
 - a. Page 18 with major chords.
 - b. Page 19 with dominant chords.
5. **MELODIC STUDIES (Student pages 42–43)**
 - a. Notes on the 3rd string
6. **CHORDS (Student page 63)**
 - a. Review and play through the seven dominant chords in open position.
 - b. Play all exercises on Student page 63.
7. **SONGS (Student page 69)**
 - a. *Ode to Joy*
8. *My Girl* by The Temptations (or another popular song), as time permits.
9. Continue working on the C Major Pentatonic Scale Pattern #1 from the inside of the back cover of the Student book.
 - a. Students can use this scale to improvise over pop songs in C major, such as *My Girl*.
 - b. Students can now play *My Girl* with their partner and take turns improvising over the verse using the C Major Pentatonic Scale Pattern #1. One partner strums the chords while the other improvises.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 43

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (entire warm-up)**
 - a. See pages 10–11 in the teacher's edition for instructions.
 - b. This can be continued up the neck indefinitely if students need more work alternating picking and coordinating the two hands.
 - c. Recommended tempo: 60 BPM.
3. Review all seven dominant chords on Student page 62. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com).
4. **RHYTHM (Student pages 16–17)**
 - a. Page 16 with major chords.
 - b. Page 17 with dominant chords.
5. **MELODIC STUDIES (Student pages 42–43)**
 - a. Notes on the 3rd string
6. **CHORDS (Student page 63)**
 - a. Review and play through the seven dominant chords in open position.
 - b. Play all exercises on Student page 63.
7. **SONGS (Student page 69)**
 - a. *Ode to Joy*
8. *My Girl* by The Temptations (or another popular song), as time permits.
9. Continue working on the C Major Pentatonic Scale Pattern #1 from the inside of the back cover of the Student book.
 - a. Students can use this scale to improvise over pop songs in C major, such as *My Girl*.
 - b. Students can now play *My Girl* with their partner and take turns improvising over the verse using the C Major Pentatonic Scale Pattern #1. One partner strums the chords while the other improvises.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 44

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (entire warm-up)**
 - a. See pages 10–11 in the teacher's edition for instructions.
 - b. This can be continued up the neck indefinitely if students need more work alternating picking and coordinating the two hands.
 - c. Recommended tempo: 60 BPM.
3. Review all seven dominant chords on Student page 62. Have students reference this page or use their Chord Diagrams handout (available at www.habitsguitar.com).
4. **RHYTHM (Student pages 18–19)**
 - a. Page 18 with major chords.
 - b. Page 19 with dominant chords.
5. **MELODIC STUDIES (Student pages 42–43)**
 - a. Notes on the 3rd string
6. **CHORDS (Student page 63)**
 - a. Review and play through the seven dominant chords in open position.
 - b. Play all exercises on Student page 63.
7. **SONGS (Student page 69)**
 - a. *Ode to Joy*
8. *My Girl* by The Temptations (or another popular song), as time permits.
9. Continue working on the C Major Pentatonic Scale Pattern #1 from the inside of the back cover of the Student book.
 - a. Students can use this scale to improvise over pop songs in C major, such as *My Girl*.
 - b. Students can now play *My Girl* with their partner and take turns improvising over the verse using the C Major Pentatonic Scale Pattern #1. One partner strums the chords while the other improvises.

Homework:

- Practice exercises from the last page played in each section.

Notes:

- Students are responsible for bringing their book, binder, pencil, and guitar pick *every* day.

Day 45

Procedure:

1. Take attendance while students tune their guitars.
2. **WARM-UP #2 (entire warm-up)**
 - a. See pages 10–11 in the teacher’s edition for instructions.
 - b. This can be continued up the neck indefinitely if students need more work alternating picking and coordinating the two hands.
 - c. Recommended tempo: 60 BPM.
3. **MIDTERM (Option 1)**
 - a. Use a pop song in the key of C major, such as *My Girl*.
 - b. Student partners will demonstrate:
 - i. Chords: Play through the song (singing optional).
 - ii. Improvisation: Improvise using the C major pentatonic scale while their partner strums the song’s chords (improv during verse only).

Partner 1	Partner 2
Intro	Intro
Verse	Verse
Chorus	Chorus
Verse	Improvising
Improvising	Verse
End on C major chord	End on C major chord

4. **MIDTERM (Option 2)**
 - a. Students perform *Ode to Joy* individually or with their partner.