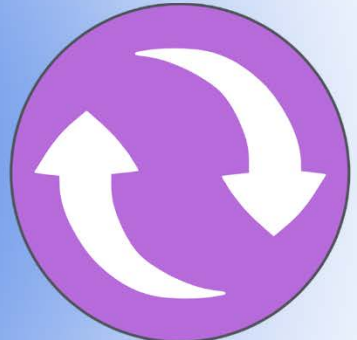


# Teach Your Kids Guitar



## Lesson Planning

# TEACH YOUR Kids GUITAR



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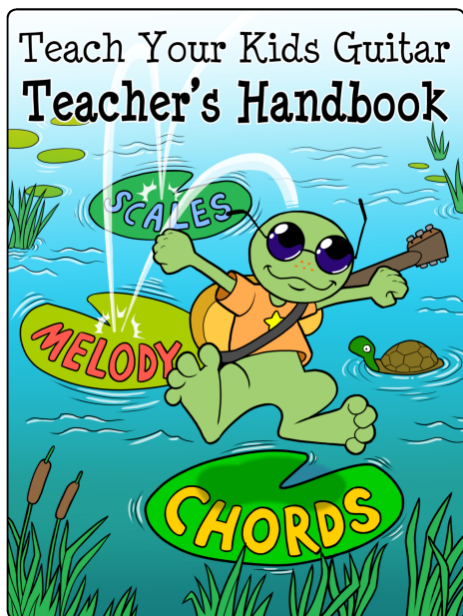
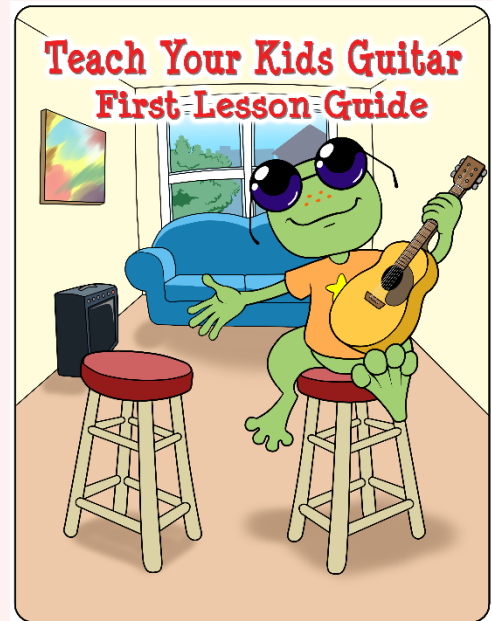
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# Before You Begin

## Complete the First Lesson Guide

Before you begin with this Lesson Planning booklet, be sure that you've completed the **First Lesson Guide** with your student. The First Lesson Guide has been designed to help you and your student learn basic guitar skills and begin reading guitar tablature. It paves the way for your student to begin weekly lessons.



## Read Part I and II of the Teacher's Handbook

Next, read **Part I** of the Teacher's Handbook, where we introduce important teaching aides such as Progress Sheets and Practice Schedules.

We also recommend reading about Scale Activity 1 and Melody Activity 1 in **Part II** of the Teacher's Handbook. These Beginner Level Activities are referenced throughout this lesson planning resource.

# Part I – Teaching Approach

## Section 1: Giving Lessons



Welcome to **Lesson Planning!** This document will show you how to deliver effective guitar lessons that are fun for both you and your student. After just a few weeks, you'll establish a consistent approach for teaching your student – not only for the first few lessons – but also throughout your entire journey with TYKG.

### Lesson Frequency

We suggest having one lesson per week and sticking with a routine schedule. Choose a regular day and time each week that's convenient for you and your student.

However, while having one lesson per week is a good approach, the TYKG method allows you the flexibility to do what works for both of your schedules. It's not a big deal if you miss a week here or there, or if you can't stick to a regular day and time for lessons. TYKG can work for you, no matter what your situation.





### Lesson Length



We suggest an average of 30 minutes per lesson; however, the length of lessons may also vary depending upon your student's age and level of interest. If your student is highly enthusiastic or more experienced, you might make the lessons last longer. Or if your student is very young or brand new to guitar, then perhaps 20-minute lessons may be more appropriate. Be flexible and find what works best for you and your learner.

### Lesson Environment

When you give lessons, look for a quiet, convenient space in your home. It's important that your student is comfortable and can focus on learning without outside distractions. Choose a well-lit location to make reading the music sheets easier.

We also find that using a music stand makes a positive difference. It will help your student maintain good posture and read the music sheets easier. The music stand needs to be sturdy enough and large enough to hold a three-ring binder; make sure your student sits close enough to the music stand to easily see the music.

If you don't have a music stand, that's okay, but then do place learning materials in a position and location that ensures easy reading.

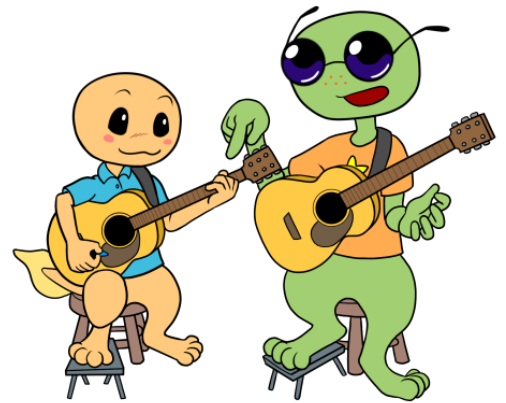


## Section 2: Key Teaching Strategies

Let's review some of the key teaching strategies you'll use with Lesson Planning. You may recognize these from the First Lesson Guide where they were originally introduced. These concepts are critical, especially early on, so please be sure to apply them while teaching.

### Correct Your Student's Mistakes

Correct your student whenever he or she makes a mistake. With Melodies and Scales, the most common mistakes involve playing the wrong note or using the wrong finger. Watch your student's fingers closely while playing and take the following actions:



- Immediately (but gently) correct your student whenever he or she plays a wrong note. *Make sure your student understands what went wrong, correcting the error before moving on.*
- Immediately (but gently) correct your student whenever he or she uses the wrong finger to play a note, even if the note itself is correct. *The correct fingering for scales and melodies is always:*
  - Index Finger – 1<sup>st</sup> fret
  - Middle Finger – 2<sup>nd</sup> fret
  - Ring Finger – 3<sup>rd</sup> fret
  - Pinky Finger – 4<sup>th</sup> fret
  - Pinky Finger – 5<sup>th</sup> fret

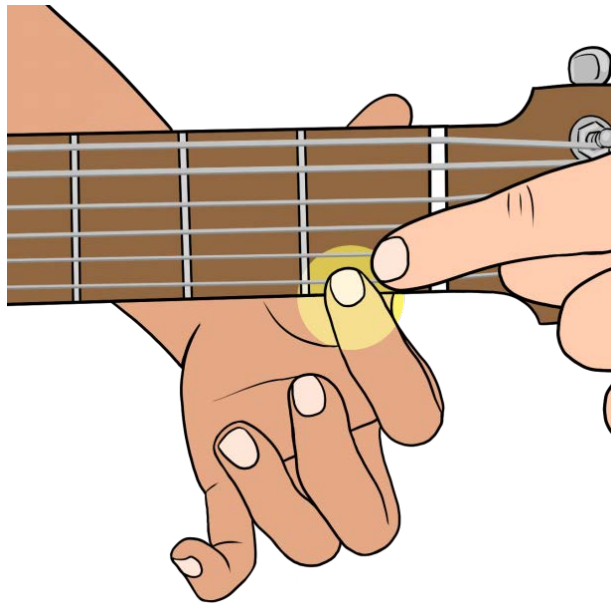
#### NOTE

We can't say this enough: While correcting your student, it's important to remember that mistakes are not a bad thing – in fact they're often the best way to learn!

### Use Finger Guiding

It's often confusing for a beginner to know exactly where on the guitar to place the fingers when playing notes. When confusion occurs, it may be necessary to guide your student's finger to the correct location on the guitar. We call this **Finger Guiding**, and it simply involves pointing to the correct string and fret location to show your student where to place his or her finger. *It may also be necessary to use your hands to physically guide your student's fingers into place.*

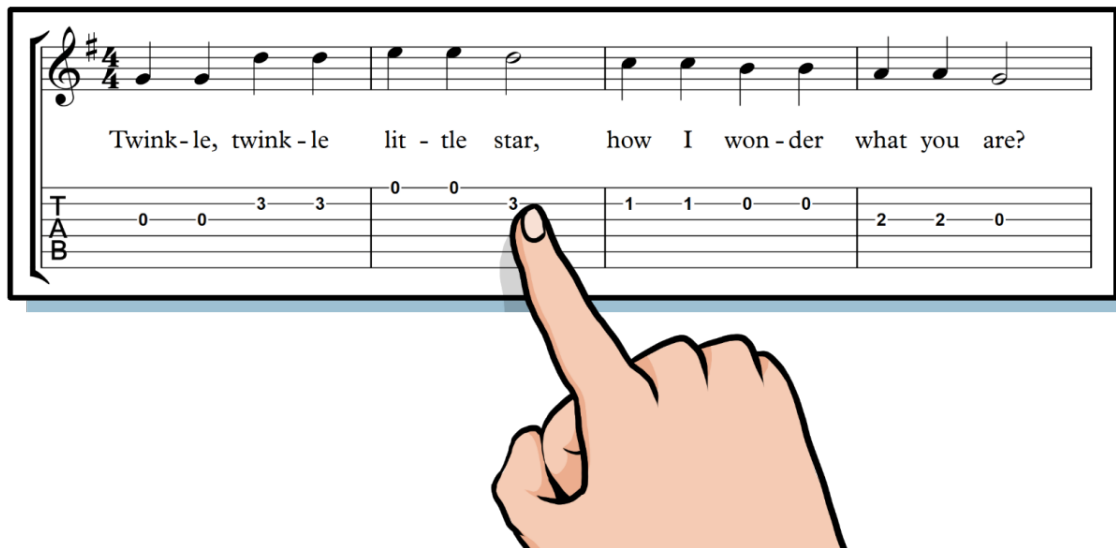
You can use Finger Guiding for any note in a song where your student may be confused about which finger to use or where the finger should be placed. If your student is playing an open string (i.e., one that doesn't require placing a finger on a fret), you can just point to the correct string. Finger Guiding won't be necessary for long, but it can be a big help at first, especially for younger students.





### Use Note Guiding

**Note Guiding** refers to physically pointing to notes on the music sheet (using your finger or pencil or pen) while your student is practicing. It's one of the single most helpful strategies you can use early on. We suggest using Note Guiding in the first month of lessons – and using it a lot!



Note Guiding works well for beginners because it helps them to follow the notes on the music sheet. When a student is first learning, it's necessary to look at the music sheet to see the note and then to look down at the guitar to see how to play it. Unfortunately, when a student looks back up at the music sheet, he or she might not remember what note was last played and which note to play next.

Note Guiding can provide that extra little bit of help in order to know which note is next. By physically pointing to the notes, you can make it easier for your student to know where he or she is at all times. Note Guiding has the added benefit of helping a student pay attention to the music, instead of on other distractions.

Early on, Note Guiding will be very helpful; however, it won't always be necessary. Over time, you'll use it less and less until your student is able to follow the music sheets easily and without assistance.

## Part II – Model Lesson Plans

The following **Model Lesson Plans** pick up right where the First Lesson Guide leaves off. In the First Lesson Guide, you taught your student how to play “Twinkle, Twinkle Little Star.” We’ll consider this “Lesson 1,” even though it may have taken more than one session to complete.

Now it’s time to give the “second” lesson and teach a new song. This lesson will be represented by **Model Lesson Plan 2**, which will be your introduction on how to provide weekly lessons. It’s then followed by **Model Lesson**

**Plan 3** and **Model Lesson Plan 4** which will guide you through the next few weeks as you establish a pattern of success for your entire TYKG journey.

As you progress through our Model Lesson Plans, you’ll notice how similar they are to each other – essentially a single plan that can be used for every future guitar lesson. Despite their similarities, you should follow each individual Model Lesson Plan closely during the first few weeks to establish a successful teaching pattern. And to reap their full benefit, have them readily available for reference while you are giving lessons.

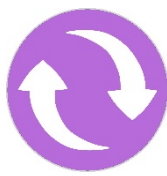


### NOTE

Our Model Lesson Plans specifically discuss the first two Beginner Level Activities: **Melody Activity 1** and **Scale Activity 1**. We recommend sticking with only these two activities for a while. It is important that your student is fully comfortable with these two activities before adding Chords and Singing Activities (*discussed in “Looking Ahead” on page 29*).

# Section 1: Lesson Format

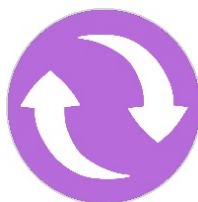
Before going any further, let's take a moment to become acquainted with the lesson format that each of our Model Lesson Plans follow. A series of orderly procedures, our lesson format will help you deliver a successful guitar lesson each and every time:



**Print Song Pack Materials:** Before or during each lesson, print out learning materials for your student. Don't forget to place Song Pack materials (which will include the Melody Sheet and Scale Sheet for each song) in your student's three-ring binder, using our system of organization as your guide.



**Tune the Guitar:** At the beginning each lesson, tune the guitar for your student. Learning to tune, while important, can be difficult for young children and is something that can be taught later. Read our **Tuning Guide** and watch our video tutorial on Tuning Your Guitar at our website, if you aren't sure how to tune.



**Review Previous Lesson Assignments:** The best way to begin a lesson is by having your student play through the previous lesson's assignments, at which time you'll evaluate your student's progress and provide helpful advice. Use the Practice Schedule to remind yourself of the previously-assigned activities.

## Part II – Model Lesson Plans



**Teach a New Song and/or Learning Activity:** The most important part of a lesson is teaching something new. This often involves introducing a brand new song to your student. It could also involve teaching one or more new Learning Activities using a song that's already in your student's collection.



**Make New Assignments:** After teaching a new song and/or teaching new learning activities, you'll assign them for practice for the next lesson. Make these assignments using the Progress Sheet and Practice Schedule so that you and your student can keep track.



**Use Assisted Practicing:** With this approach, you'll supervise your student as he or she reviews learning activities, making sure that everything is being practiced correctly. This is a good way to conclude a lesson, if there's extra time.

## Section 2: Model Lesson Plan 2

### Example Song: “Mary Had a Little Lamb”

In the First Lesson Guide, you taught your student how to play “Twinkle, Twinkle Little Star.” Let’s consider this “Lesson 1” although it may have taken more than one session depending on your student’s age. Now it’s time to teach a new song. Here, in Model Lesson Plan 2, we’ve chosen “Mary Had a Little Lamb.” It’s a great choice for a beginner, but it’s just one possibility. If you decide to choose a different song, simply apply the following lesson format to whatever song you decide to teach. Remember, our Model Lesson Plans can be used to teach any song.



*Example Song*



### Print Song Pack Materials

1. Print the following Song Pack Materials for “Mary Had a Little Lamb.”

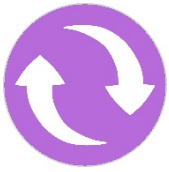
- Progress Sheet
- Scale Sheet
- Melody Sheet
  - *Note: If you’ve purchased the hard copy of TYKG, these three sheets are included among your 10 pre-printed Song Pack materials.*

2. Organize your printed materials in the three-ring binder.






### Tune the Guitar

**Begin the lesson by tuning the guitar for your student.** Tuning is a concept your student will eventually learn, but for now it should be your responsibility as the teacher.



## Review Previous Lesson Assignments

1. Review the previous song “Twinkle, Twinkle Little Star” (learned in The First Lesson Guide).
  - Have your student play the Melody Sheet.
    - Correct your student’s mistakes.
    - Use Finger Guiding when necessary.
    - Use Note Guiding when necessary.
  - If your student is able to play the entire Melody Sheet, check off the Achieved column for Melody Activity 1 on the “Twinkle, Twinkle Little Star” Progress Sheet.

			Practicing	Achieved
<b>MELODY</b>	1	Play the melody using the <i>Melody Sheet</i>		✓
	2	Play the melody with the <i>Melody and Chords Track</i>		
	3	Play the melody with the <i>Chords Track</i>		

### Be Generous with Achievements

Don’t worry if you feel that your student did not do “good enough” for an activity to be considered Achieved. At this point in time, your student is just starting to play the guitar, and so we hope you’ll be very generous with achievements. This will give your student a sense of accomplishment and encouragement at a time when he or she needs it most.

Another way to look at it: Achievements are relative to experience. As your child gains experience, the criteria for achieving these same activities can become stricter when learning future songs.





### What if your student hasn't practiced since the previous lesson?

Even when your child does not practice assigned material, you can still give a productive lesson, thanks to **Assisted Practicing**. You can simply spend the entire lesson supervising your child while he or she practices what was supposed to have been practiced independently. Children often experience the most productive practice in a supervised situation, so this can really be a positive thing and time well spent.

Remember that Assisted Practicing will always be the solution for when your student hasn't practiced.





## Teach a New Song and/or Learning Activity

### 1. Teach Scale Activity 1 for “Mary Had a Little Lamb.”

- Have your student look at the Scale Sheet and play through as many Practice Patterns as possible. *Your student may not be able to play all six patterns right now – and that’s no problem.*
  - Correct your student’s mistakes.
  - Use Finger Guiding when necessary.
  - Use Note Guiding when necessary.

### 2. Teach Melody Activity 1 for “Mary Had a Little Lamb.”

- Have your student look at the Melody Sheet. Supervise while your student plays through it, at least once, to gain an understanding.
  - If your student is unfamiliar with “Mary Had a Little Lamb,” you’ll need to introduce it. Whenever this is the case, use the **Listening Track** and/or **Melody and Chords Track**.
  - Correct your student’s mistakes.
  - Use Finger Guiding when necessary.
  - Use Note Guiding when necessary.



## Make New Assignments

### 1. Assign Scale Activity 1 for “Mary Had a Little Lamb” for additional practice.

- Check off the Practicing column for Scale Activity 1 on the “Mary Had A Little Lamb” Progress Sheet.
- Fill in “Mary Had a Little Lamb” in the Scale category on the Practice Schedule and circle the number 1, which corresponds to the description of the activity being practiced.
- Fill in the current date in the Date column on the Practice Schedule.
  - *Print out a new Practice Schedule if you need one.*

### 2. Assign Melody Activity 1 for “Mary Had a Little Lamb” for additional practice.

- Check off the Practicing column for Melody Activity 1 on the “Mary Had A Little Lamb” Progress Sheet.
- Fill in “Mary Had a Little Lamb” in the Melody category on the Practice Schedule and circle the number 1, which corresponds to the description of the activity being practiced.

**Mary Had a Little Lamb Progress Sheet**

			Practicing	Achieved
SCALE	1	Play the Practice Patterns using the Scale Sheet	<input checked="" type="checkbox"/>	
MELODY	1	Play the melody using the Melody Sheet	<input checked="" type="checkbox"/>	
	2	Play the melody with the Melody and Chords Track	<input type="checkbox"/>	
	3	Play the melody with the Chords Track	<input type="checkbox"/>	

SCALE

MELODY

CHORDS

SINGING

DATE	SCALE	MELODY	CHORDS	SINGING
Sept 15	Mary Had a Little Lamb	Mary Had a Little Lamb		
	①	① 2 3	1 2 3	1 2 3

**Practice Schedule**

### 3. Assign previous material for extra practice.

- In addition to new assignments, your student can also return to previous songs for additional practice. Have your student also practice “Twinkle, Twinkle Little Star.”

**TIP:** After making assignments, ask your student to repeat back to you what should be practiced in preparation for the next lesson. This will help to clear up any confusion, and it will show you that your student knows what to do.



## Use Assisted Practicing

If time allows, conclude the lesson with Assisted Practicing for previous songs.

- Have your student practice the melody for “Twinkle, Twinkle Little Star” as you supervise, to be sure everything is accurate.
  - Correct your student’s mistakes.
  - Use Finger Guiding when necessary.
  - Use Note Guiding when necessary.

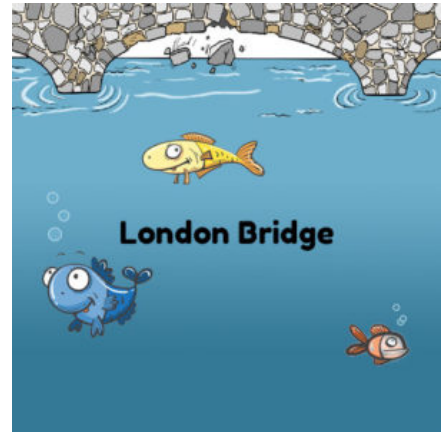
### NOTE

Extra time at the end of a lesson can always be used for Assisted Practicing – and this is time well spent. Sometimes you may have a little extra lesson time, and sometimes you may have a lot. And for lessons where there is no extra time at the end, just skip this step.

## Section 3: Model Lesson Plan 3

### Example Song: “London Bridge”

Our example song for Model Lesson Plan 3 is “London Bridge.” This is another great song choice for a beginner, but it's just one possibility. If you decide to choose a different song, simply apply the following lesson format to whatever song you are teaching. Remember, our Model Lesson Plans can be used to teach any song.

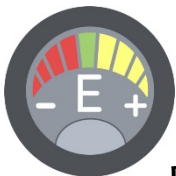


*Example Song*



### Print Song Pack Materials

1. Print the following Song Pack Materials for “London Bridge.”
  - Progress Sheet
  - Scale Sheet
  - Melody Sheet
    - *Note: If you’ve purchased the hard copy of TYKG, you’ll find these three sheets included with your 10 pre-printed Song Packs.*
2. Organize your printed materials in the three-ring binder.



### Tune the Guitar

**Begin the lesson by tuning the guitar for your student.** Tuning is a concept your student will eventually learn, but for now it should be your responsibility as the teacher.



## Review Previous Lesson Assignments

1. Look at the Practice Schedule to see what was assigned in the previous lesson.

Practice Schedule												
Fill in song titles and circle the number(s) to assign learning activities.												
DATE	SCALE	MELODY	CHORDS	SINGING								
Sept 15	Mary Had a Little Lamb	Mary Had a Little Lamb										
	①	① 2 3	1 2 3	1 2 3								

2. Begin the lesson by reviewing Scale Activity 1 for “Mary Had a Little Lamb.”

- Have your student play through as many Practice Patterns on the “Mary Had a Little Lamb” Scale Sheet as he or she is able to complete.
  - Correct your student’s mistakes.
  - Use Finger Guiding when necessary.
  - Use Note Guiding when necessary.
- After your student plays the Practice Patterns, check off the Achieved column for Scale Activity 1 on the “Mary Had a Little Lamb” Progress Sheet.




		Practicing	Achieved
SCALE	1 Play the Practice Patterns using the Scale Sheet	✓	✓



## Part II – Model Lesson Plans

### Review Melody Activity 1 for “Mary Had a Little Lamb.”

- Have your student play the Melody Sheet while you correct mistakes and offer advice. Consider having your student play through the song more than once.
  - Correct your student’s mistakes.
  - Use Finger Guiding when necessary.
  - Use Note Guiding when necessary.
- If your student is able to play the entire Melody Sheet, check off the Achieved column for Melody Activity 1 on the “Mary Had a Little Lamb” Progress Sheet.

			Practicing	Achieved
MELODY	1	Play the melody using the <i>Melody Sheet</i>		✓
	2	Play the melody with the <i>Melody and Chords Track</i>		
	3	Play the melody with the <i>Chords Track</i>		

### Be Generous with Achievements

Don’t worry if you feel that your student did not do “good enough” for an activity to be considered Achieved. At this point in time, your student is just starting to play the guitar, and so we hope you’ll be very generous with achievements. This will give your student a sense of accomplishment and encouragement at a time when he or she needs it most.

Another way to look at it: Achievements are relative to experience. As your child gains experience, the criteria for achieving these same activities can become stricter when learning future songs.





## Teach a New Song and/or Learning Activity

### 1. Teach Scale Activity 1 for “London Bridge.”

- Have your student look at the Scale Sheet and play through as many Practice Patterns as he or she can. *Your student may not be able to play all six patterns right now, and that's no problem.*
  - Correct your student's mistakes.
  - Use Note Guiding when necessary.
  - Use Finger Guiding when necessary.

### 2. Teach Melody Activity 1 for “London Bridge.”

- Have your student look at the Melody Sheet. Supervise while your student plays through it, at least once, to gain an understanding.
  - If your student is unfamiliar with “London Bridge,” you'll need to introduce it. Whenever this is the case, use the **Listening Track** and/or **Melody and Chords Track**.
  - Correct your student's mistakes.
  - Use Finger Guiding when necessary.
  - Use Note Guiding when necessary.



## Make New Assignments

### 1. Assign Scale Activity 1 for “London Bridge” for additional practice.

- Check off the Practicing column for Scale Activity 1 on the “London Bridge” Progress Sheet.
- Fill in “London Bridge” in the Scale category on the Practice Schedule and circle the number 1, which corresponds to the description of the activity being practiced.
- Fill in the current date in the Date column on the Practice Schedule.
  - *Print out a new Practice Schedule if you need one.*

### 2. Assign Melody Activity 1 for “London Bridge” for additional practice.

- Check off the Practicing column for Melody Activity 1 on the “London Bridge” Progress Sheet.
- Fill in “London Bridge” in the Melody category on the Practice Schedule and circle the number 1, which corresponds to the description of the activity being practiced.

**London Bridge Progress Sheet**

			Practicing	Achieved
SCALE	1	Play the Practice Patterns using the Scale Sheet	✓	
MELODY	1	Play the melody using the Melody Sheet	✓	
	2	Play the melody with the Melody and Chords Track	✓	
	3	Play the melody with the Chords Track	✓	

SCALE

MELODY

CHORDS

SINGING

DATE	SCALE	MELODY	CHORDS	SINGING
Sept 22	London Bridge	London Bridge		
	①	① 2 3	1 2 3	1 2 3

**Practice Schedule**

### 3. Assign older material for extra practice.

- In addition to new assignments, your student can also return to previous songs for additional practice. For example, have your student practice “Twinkle, Twinkle Little Star” and “Mary Had a Little Lamb.”

**TIP:** After making assignments, ask your student to explain back to you what should be practiced in preparation for the next lesson. This will help to clear up any confusion, and it will show you that your student knows what to do.



## Use Assisted Practicing

### 1. If time allows, conclude the lesson with Assisted Practicing for previous songs.

- Have your student practice the melody for previous songs “Twinkle, Twinkle Little Star” and “Mary Had Little Lamb” as you supervise, to be sure everything is accurate.
  - Correct your student’s mistakes.
  - Use Finger Guiding when necessary.
  - Use Note Guiding when necessary.

#### NOTE

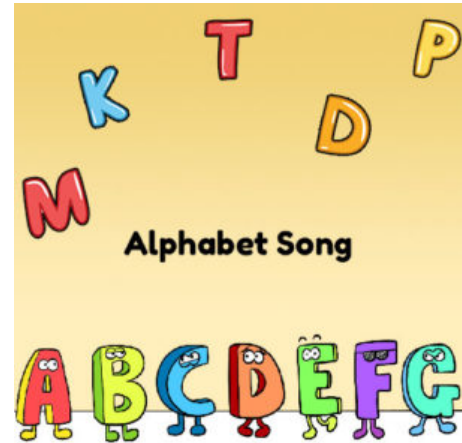
Extra time at the end of a lesson can always be used for Assisted Practicing – and this is time well spent. Sometimes you may have a little extra lesson time, and sometimes you may have a lot. And for lessons where there is no extra time available, just skip this step.

## Section 4: Model Lesson Plan 4

### Example Song: “Alphabet Song”

Our example song for the fourth lesson is “Alphabet Song.” This is a great song choice for a beginner, but it's just one possibility. If you decide to choose a different song, simply apply the following lesson format to whatever song you are teaching.

Remember, our Model Lesson Plans can be used to teach any song.

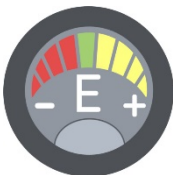


Example Song



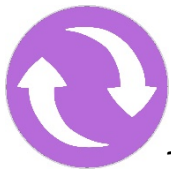
### Print Learning Materials

1. Print the following Song Pack Materials for “Alphabet Song.”
  - Progress Sheet
  - Scale Sheet
  - Melody Sheet
    - *Note: If you’ve purchased the hard copy of TYKG, you’ll find these three sheets included with your 10 pre-printed Song Packs.*
2. Organize your printed materials in the three-ring binder.



### Tune the Guitar

**Begin the lesson by tuning the guitar for your student.** Tuning is a concept your student will eventually learn, but for now it should be your responsibility as the teacher.



## Review Previous Lesson Assignments

1. Look at the Practice Schedule to see what was assigned in the previous lesson.

3.

Practice Schedule												
Fill in song titles and circle the number(s) to assign learning activities.												
DATE	SCALE	MELODY	CHORDS	SINGING								
Sept 22	London Bridge	London Bridge										
	①	① 2 3	1 2 3	1 2 3								

4. Begin the lesson by reviewing Scale Activity 1 for “London Bridge.”
  - Have your student play through as many Practice Patterns on the “London Bridge” Scale Sheet as he or she is able to complete.
    - Correct your student’s mistakes.
    - Use Finger Guiding when necessary.
    - Use Note Guiding when necessary.
  - After your student plays the Practice Patterns, check off the Achieved column for Scale Activity 1 on the “London Bridge” Progress Sheet.

		Practicing	Achieved
SCALE	1 Play the Practice Patterns using the Scale Sheet	✓	✓



## Part II – Model Lesson Plans

### 5. Review Melody Activity 1 for “London Bridge.”

- Have your student play the Melody Sheet while you correct mistakes and offer advice. Consider having your student play through the song more than once.
  - Correct your student’s mistakes.
  - Use Finger Guiding when necessary.
  - Use Note Guiding when necessary.
- If your student is able to play the entire Melody Sheet, check off the Achieved column for Melody Activity 1 on the “London Bridge” Progress Sheet.

			Practicing	Achieved
<b>MELODY</b>	1	Play the melody using the <i>Melody Sheet</i>	✓	✓
	2	Play the melody with the <i>Melody and Chords Track</i>		
	3	Play the melody with the <i>Chords Track</i>		

### Be Generous with Achievements

Don’t worry if you feel that your student did not do “good enough” for an activity to be considered Achieved. At this point in time, your student is just starting to play the guitar, and so we hope you’ll be very generous with achievements. This will give your student a sense of accomplishment and encouragement at a time when he or she needs it most.

Another way to look at it: Achievements are relative to experience. As your child gains experience, the criteria for achieving these same activities can become stricter when learning future songs.





## Teach the New Song and/or Learning Activity

### 1. Teach Scale Activity 1 for “Alphabet Song.”

- Have your student look at the Scale Sheet and play through as many Practice Patterns as he or she can. *Your student may not be able to play all six patterns right now, and that's no problem.*
  - Correct your student's mistakes
  - Use Note Guiding when necessary.
  - Use Finger Guiding when necessary.

### 2. Teach Melody Activity 1 for “Alphabet Song.”

- Have your student look at the Melody Sheet. Supervise while your student plays through it, at least once, to gain an understanding.
  - If your student is unfamiliar with “Alphabet Song,” you’ll need to introduce it. Whenever this is the case, use the **Listening Track** and/or **Melody and Chords Track**.
  - Correct your student's mistakes.
  - Use Finger Guiding when necessary.
  - Use Note Guiding when necessary.



## Make New Assignments

### 1. Assign Scale Activity 1 for “Alphabet Song” for additional practice.

- Check off the Practicing column for Scale Activity 1 on the “Alphabet Song” Progress Sheet.
- Fill in “Alphabet Song” in the Scale category on the Practice Schedule and circle the number 1, which corresponds to the description of the activity being practiced.
- Fill in the current date in the Date column on the Practice Schedule.
  - *Print out a new Practice Schedule if you need one.*

### 2. Assign Melody Activity 1 for “Alphabet Song” for additional practice.

- Check off the Practicing column for Melody Activity 1 on the “Alphabet Song” Progress Sheet.
- Fill in “Alphabet Song” in the Melody category on the Practice Schedule and circle the number 1, which corresponds to the description of the activity being practiced.

### Alphabet Song Progress Sheet

		Practicing	Achieved
SCALE	1	Play the Practice Patterns using the Scale Sheet	<input checked="" type="checkbox"/>
	2		
	3		
MELODY	1	Play the melody using the Melody Sheet	<input checked="" type="checkbox"/>
	2	Play the melody with the Melody and Chords Track	<input type="checkbox"/>
	3	Play the melody with the Chords Track	<input type="checkbox"/>

DATE

SCALE

MELODY

CHORDS

SINGING

DATE	SCALE	MELODY	CHORDS	SINGING
Sept 29	ABC Song	ABC Song		
	① 2 3	① 2 3	1 2 3	1 2 3

Practice Schedule

### 3. Assign older material for extra practice.

- In addition to new assignments, your student can also return to previous songs for additional practice. For example, have your student practice “Twinkle, Twinkle Little Star,” “Mary Had a Little Lamb,” and/or “London Bridge.”

**TIP:** After making assignments, ask your student to explain back to you what should be practiced in preparation for the next lesson. This will help to clear up any confusion, and it will show you that your student knows what to do.



## Use Assisted Practicing

### 1. If time allows, conclude the lesson with Assisted Practicing for previous songs.

- Have your student practice the melodies for previously-learned songs such as “Twinkle, Twinkle Little Star,” “Mary Had a Little Lamb,” and/or “London Bridge” as you supervise to make sure your student is practicing correctly.
  - Correct your student’s mistakes.
  - Use Finger Guiding when necessary.
  - Use Note Guiding when necessary.

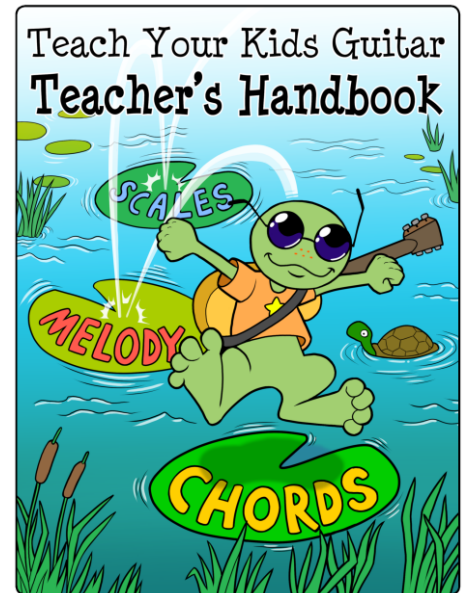
#### NOTE

You don’t have to review *every* previous song during each lesson. You can randomly choose previous songs and activities and then provide Assisted Practicing for as much time as is available.

## Looking Ahead: Teaching Chords and Singing

### Chords Activity 1

When your student is fully comfortable and confident with Melody Activity 1 and Scale Activity 1 with a wide variety of songs, you can teach the next learning activity – **Chords Activity 1**. Read the Chords Activity section in our **Teacher's Handbook**. Incorporate it into your lessons, adding it to the melody and scale activities that you already teach. With Chords Activity 1, your student will certainly have some new goals, but your teaching approach should largely remain the same.



### Singing Activities (Optional)

For many musicians, guitar and singing go hand in hand. In fact, we believe that the guitar itself is an ideal tool for learning how to sing well. You can begin **Singing Activities** any time after your student has become comfortable with Scale Activity 1 and Melody Activity 1. If you choose to teach singing, you'll want to become familiar with our **Singing Activities Manual**. As with any new lesson activity, you can simply incorporate singing into your established lesson planning format – and enjoy hearing your guitarist break into song!

