The Guitar Class (lesson extension to include speaking skills)

Almost any math lesson can provide opportunities for students to find voice in solving a word problem. This is just one example of how to do it, making the problem’s scenario connect to a possible real life situation. It connects to a lesson recommended in the JCPS Curriculum Map.

1. Divide the class into groups. Give groups 3-4 minutes to make an initial decision that provides the data for the problem.

   **Studio owners** need to decide how much they each want to charge for renting studio space to the teacher for 20 weeks of classes.
   - Martin Studio Owner (3 students)
   - Fender Studio Owner (3 students)
   - Gibson Studio Owner (3 students)

   Each group of **guitar students** needs to decide how much total they are each willing to pay for 20 guitar classes.
   - Electrics (5-7 students)
   - Basses (5-7 students)
   - Acoustics (5-7 students)

   The **guitar teacher** decides how many students is reasonable to have in a studio class.
   - Teacher (3-5 students)

2. Have groups report out their data and display so that all students can see it.

3. Divide the students into new groups of 3. Each group will complete the activity using different data:
   - Martin/Electrics
   - Martin/Basses
   - Martin/Acoustics
   - Fender/Electrics
   - Fender/Basses
   - Fender/Acoustics
   - Fender/Acoustics
   - Fender/Acoustics
   - Fender/Acoustics
   - Fender/Acoustics
   - Fender/Acoustics

4. Each group will show their graphic representation and report out the teacher’s profit and decide if that is reasonable.

5. Have students discuss which studio they would rent, how much they would charge for lessons, how many students they need, and why they made those decisions.