



PHYSICAL EDUCATION TENNIS CURRICULA

STANDARDS-BASED, COMPREHENSIVE,
TURNKEY LESSON PLANS

GRADES K-4



WELCOME TO NET GENERATION!

On behalf of the USTA, we thank you for supporting our exciting new youth tennis brand. You help shape the future of the kids you teach every day, and tennis is an excellent sport to help you in that mission. Not only is tennis a healthy lifetime sport, it's an activity that helps in key development areas—mental skills and problem solving, accountability and sportsmanship, cardiovascular health, muscle strength, and eye-hand coordination—not to mention it's more fun to play than ever before. We make tennis easy for kids to play and easy for you to teach, supplying you with all you need to get started.

Net Generation is a comprehensive platform and development program for kids ages five through 18. By creating a single platform for tennis in America—supported at every step of the way by the USTA—we believe we can grow tennis participation, instill the love of the game in future generations, and ensure that tennis remains a vibrant sport in our communities for years to come.

As a former Harvard student and world No.4 tennis player, I'm a Net Generation ambassador because I experienced the benefits of tennis firsthand—it helped me succeed in school, in my career and in my life. Through Net Generation—with your help—we will positively impact thousands of kids across the country and inspire each of them to live a healthier lifestyle.

By registering and becoming an active part of Net Generation, you will get access to the very best in curricula, with turnkey lesson plans created in conjunction with SHAPE America, a leading organization that sets the standards for health and physical education across the country. You'll also gain access to free equipment when you partner with a local coach or tennis organization, as well as digital tools and resources that make teaching, coaching, planning and playing easy. The USTA created Net Generation with you in mind, so we look forward to your feedback and input along the way. With your help, we can inspire kids to get in the game—and stay in it!

Again, I thank you for being a part of Net Generation! Together, we will shape the future of tennis!



James Blake

Net Generation Ambassador
USTA Foundation Chairman
Former World #4 Tennis Player





DEAR EDUCATOR:

As President of SHAPE America - Society of Health and Physical Educators - it is my pleasure to write this letter in support of the Net Generation school tennis program. I believe this program truly recognizes the important role that physical education plays in introducing students to the game of tennis.

Through the collaborative effort between SHAPE America and the USTA, the Net Generation school tennis program represents a standards-based, comprehensive curriculum that all teachers can easily implement into K-8 school settings. By aligning with the SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education, the Net Generation curriculum provides a foundation for tennis instruction that can meet the needs of all students.

SHAPE America looks forward to the success of the Net Generation program and its commitment to ensuring physical education plays a central role in introducing and engaging students in the game of tennis.

Welcome to Net Generation!

A handwritten signature in blue ink that reads "Fran Cleland". The signature is fluid and cursive, written in a professional style.

Fran Cleland
SHAPE America President





PHYSICAL EDUCATION TENNIS CURRICULA

STANDARDS-BASED, COMPREHENSIVE,
TURNKEY LESSON PLANS

GRADES 3-4



TABLE OF CONTENTS – GRADES 3-4

	PAGE
Overview	1-4
Shape America National Standards and Grade Level Outcomes for K-12 Physical Education	5-7
Skills Summary	8-9
LESSON 1	10-12
Instant Activity-Blast Off	11
Learning Experience 1-Meet My Racquet	11
Learning Experience 2-Jacks	12
LESSON 2	13-15
Instant Activity-Rock, Paper, Scissors Tag	14
Learning Experience 1-Tap-up Rally	14
Learning Experience 2-Partner Tap-ups	15
Learning Experience 3-Circle Tap Pass	15
LESSON 3	16-19
Instant Activity-Blast Off to Ready Position	17
Learning Experience 1-Racquet Quickness	17
Learning Experience 2-Catch Tennis	18
Learning Experience 3-Catch Tennis with a Partner	18
Learning Experience 4-Ball Drop	19
LESSON 4	20-22
Instant Activity-Toss-Catch Tag	21
Learning Experience 1-Catch Tennis with a Partner	21
Learning Experience 2-Ice Cream Cones with a Partner	22
LESSON 5	23-26
Instant Activity-Flag Tag	24
Learning Experience 1-Ice Cream Cones (No Racquet)	24
Learning Experience 2-Sending the Mail	25
Learning Experience 3-Lobster Trap	26
LESSON 6	27-29
Instant Activity-Rock, Paper, Scissors Fan Club	28
Learning Experience 1-Hoopla	28
Learning Experience 2-Grand Slam	29

TABLE OF CONTENTS – GRADES 3-4

	PAGE
LESSON 7	30-32
Instant Activity-Freeze Dance	31
Learning Experience 1-Handiwork	31
Learning Experience 2-Handball	32
LESSON 8	33-35
Instant Activity-Happy Feet	34
Learning Experience 1-Racquetwork	34
Learning Experience 2-In Command with a Racquet	35
LESSON 9	36-38
Instant Activity-Triangle Tag	37
Learning Experience 1-Partner Rallies Over a Line/Forehand Assessment	37
Learning Experience 2-Doubles Tossing	38
Learning Experience 3-Double Trouble	38
LESSON 10	39-40
Instant Activity-Rallying Practice	40
Learning Experience-Key End Game: Four Square with a Racquet	40
ASSESSMENT	41

OVERVIEW



IMPORTANT INFORMATION ON HOW TO USE THE LESSONS

Take a flexible view of the lessons

The National Standards and Grade-Level Outcomes for elementary school physical education are designed to foster the maturing of fundamental motor skills and development the understanding of movement concepts. Adjustments to the Grade-Level outcomes may be needed based on the students experiences or the number of days per week of instructional physical education. (National Standards and Grade-Level Outcomes, pg. 16).

Teach the same lesson more than once

Lessons in elementary school physical education and selected tasks and learning experiences should move the student toward skill maturity. A single lesson focused on a skill will not produce a mature pattern (National Standards and Grade-Level Outcomes, pg. 17).

It may make sense to repeat a lesson so that students have time to revisit and practice skills. Lesson 7 and lesson 8 in the 3rd Grade - 4th Grade stage are very similar for this reason. There are no rules that state you must complete all lessons in a stage while working towards the key end game.

Be prepared to revisit (repeat activities)

At this stage, students need enjoyable, noncompetitive skill practice. Teachers should provide opportunity for students to practice and repeat fundamental motor skills as many times as possible.

Mix it up during the lesson

Suggestions for modifications to lesson activities are provided throughout the 3rd Grade - 4th Grade stage. However, if you find that an activity is not working, check in with students and ask them how they would change it to make it more or less challenging. You may have some students who demonstrate skill competency at the 3rd Grade - 4th Grade stage and may enjoy trying activities from the next stage (5th Grade - 6th Grade).

Strategies for transition

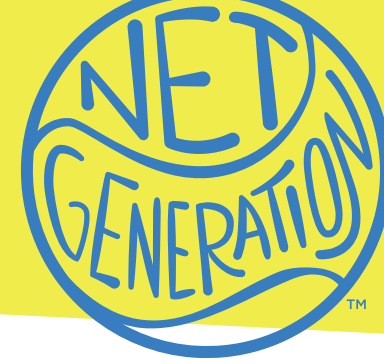
Smooth transitions are vital to maximizing instructional time. The strategies below have been identified to assist teachers in developing smooth and efficient transitions.

OVERVIEW



- o Set up the activity area in advance.
- o Minimize downtime between activities.
- o Organize materials and equipment in multiple locations throughout the activity area. This will enable students to safely retrieve materials in smaller groups. The teacher can also direct students to gather materials by calling out: color of clothing, birth month, favorite color, favorite sport, shortest or tallest, oldest or youngest, favorite animal, and location within the activity area.
- o Utilize the following strategies for forming partners, two lines and small groups.
 - Partners
 - o Students are directed to find a partner wearing the same color of clothing, birth month, etc.
 - o Toe-to-toe: Students are directed to get toe-to-toe with a partner as fast as possible. Other challenges can be to get shoulder-to-shoulder or foot-to-foot.

OVERVIEW



OTHER FEATURES OF THE LESSON

Teaching cues

Teaching cues are provided to assist teachers in reinforcing the essential elements of skill development to their students.

Modifications

Modifications are suggested ways for providing differentiation to lesson activities. They may make an activity more or less challenging. At this stage, modifications can involve making the activity area smaller or larger, increasing or decreasing distance between partners or allowing for multiple bounces before hitting the tennis ball.

Checks for understanding






Throughout the lesson, students can be asked to reflect on what they have participated in and what they have learned during the class activities. By checking for understanding, teachers are able to assess students' knowledge and provide feedback, while students are provided with an opportunity to embed their understanding of the game. Checking for understanding is critical to students' learning and skill acquisition.

Quick assessments

Quick assessments are another way that teachers can informally assess student learning by having students' participate in a specific task that will demonstrate their skill competency. These tasks are designed so that the teacher can quickly gather information needed to refine and enrich skill practice opportunities.

Formal Assessment

The 3rd Grade - 4th Grade stage also contains a formal assessment rubric to measure students' competency of striking with a short implement. The rubric is located in the lesson that the skill is first introduced so that teachers have an opportunity to conduct a pre-assessment, as well as at the end of the unit so that teachers can conduct a post-assessment. The grade-level outcomes associated with competency of striking with a short implement at the 3rd grade level are: strikes an object with a short-handled implement, sending it forward over a low net or to a wall (S1.E24.3a) and strikes an object with a short-handled implement while demonstrating three of the five critical elements of a mature pattern (S1.E24.3b). The grade-level outcomes associated with competency of striking with a short implement at the 4th grade level are: strikes an object with a short-handled implement while demonstrating a mature pattern (S1.E24.4a) and strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall (S1E24.4b).

KEY	
Player	
Ball	
Racquet	
Hula Hoop	
Cone	

OVERVIEW



Essential questions

Each lesson contains essential questions that encourage students to think about the activities in which they are participating. The questions assist in guiding student learning and promote student understanding of the lesson objectives.

Scoring

In some activities, basic scoring principles will be introduced to assist the students with achieving and understanding of the game of tennis. Scoring at this stage, may include how many times you were able to hit a target.

Fun facts

Specific facts that students may find fun or interesting are provided throughout the curriculum.

Transitions

Ways to transition students from one activity to the next have been identified to help teachers maximize activity time.

Safety

Throughout the 3rd Grade - 4th Grade stage, students will need to be especially aware of their personal space and others around them since almost every lesson involves students using a racquet. It is important for students to gain an understanding of their location in the activity area as this skill will translate when students are on a tennis court and will need to be aware of boundaries.

SHAPE AMERICA NATIONAL STANDARDS AND GRADE LEVEL OUTCOMES FOR K-12 PHYSICAL EDUCATION

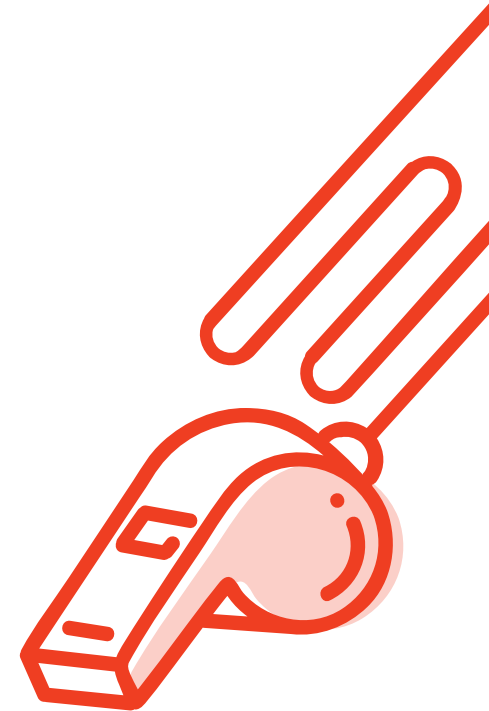


CURRICULUM BAND SUMMARY

In the 3rd Grade – 4th Grade stage, students continue to practice their racquet skills learned in Grades 1 and 2. In addition, students begin to practice using forehand groundstrokes and apply these skills in small-sided practice tasks. In the 3rd Grade – 4th Grade stage, students begin to apply knowledge of movement concepts related to strategies and tactics, force, direction and speed.

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

- Striking, Short Implement
 - (S1.E24.2) Strikes an object upward with a short-handled implement, using consecutive hits.
 - (S1.E24.3b) Strikes an object with a short-handled implement while demonstrating three of five critical elements of a mature pattern.
 - (S1.E24.4a) Strikes an object with a short-handled implement while demonstrating a mature pattern.
- Underhand throwing
 - (S1.E13.3) Throws underhand to a partner or target with reasonable accuracy.
- Catching
 - (S1.E16.3) Catches a gently tossed hand-size ball from a partner, demonstrating four of the five critical elements of a mature pattern.



SHAPE AMERICA NATIONAL STANDARDS AND GRADE LEVEL OUTCOMES FOR K-12 PHYSICAL EDUCATION

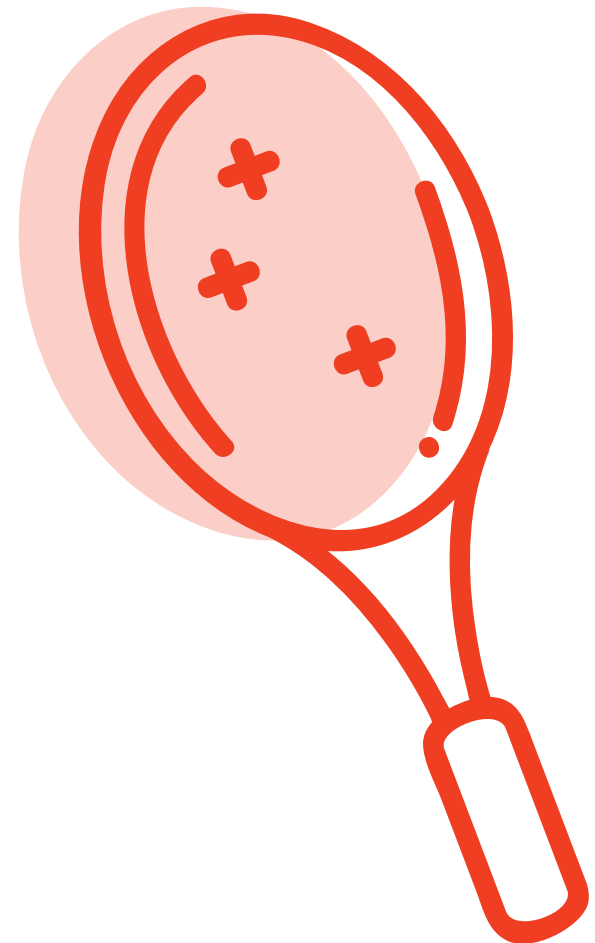


Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Speed, Direction, Force
 - o (S2.E3.3) Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.
 - o (S2.E3.4b) Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target.
- Strategies & Tactics
 - o (S2.E5.5b) Applies basic offensive and defensive strategies & tactics in net/wall small-sided practice tasks.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- Engages in Physical Activity
 - o (S3.E2.3) Engages in the activities of physical education class without teacher prompting.
 - o (S3.E2.4) Actively engages in the activities of physical education class, both teacher-directed and independent.



SHAPE AMERICA NATIONAL STANDARDS AND GRADE LEVEL OUTCOMES FOR K-12 PHYSICAL EDUCATION

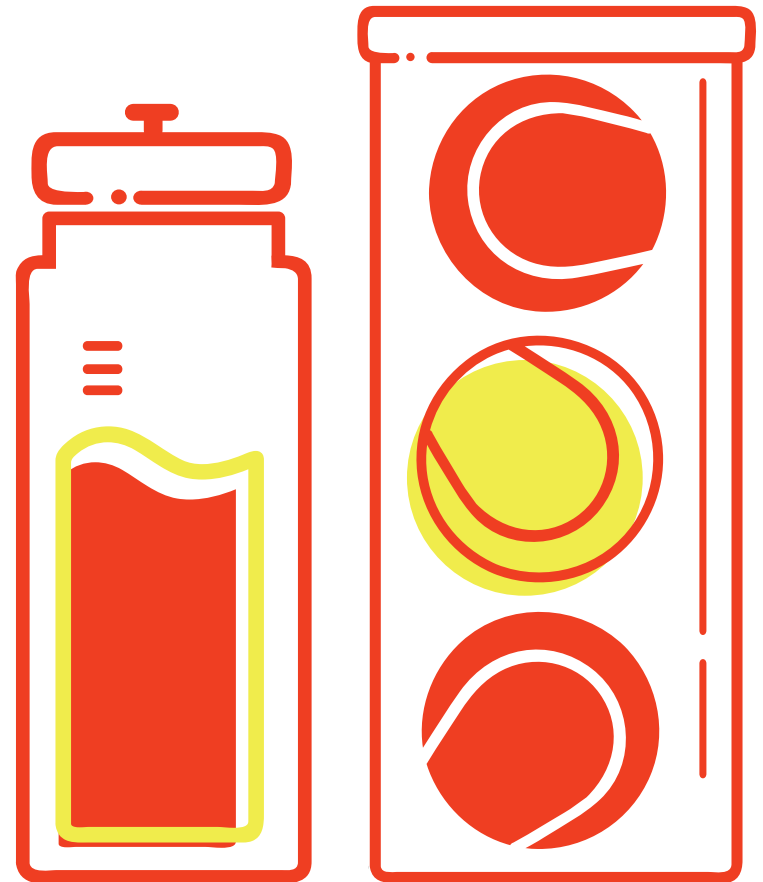


Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

- Personal Responsibility
 - (S4.E1.3) Exhibits personal responsibility in teacher-directed activities.
 - (S4.E1.4) Exhibits responsible behavior in independent group situations.
 - (S4.E2.3) Works independently for extended periods of time.
- Accepting Feedback
 - (S4.E3.3) Accepts and implements specific corrective feedback from the teacher.
 - (S4.E3.4) Listens respectfully to corrective feedback from others (e.g., peers, adults).
- Working with Others
 - (S4.E4.3a) Works cooperatively with others.
 - (S4.E4.3b) Praises others for their success in movement performance.
 - (S4.E4.4a) Praises the movement performance of others both more and less skilled.
 - (S4.E4.4b) Accepts players of all skill levels into the physical activity.
 - (S4.E5.4) Exhibits etiquette and adherence to rules in a variety of physical activities.
 - (S4.E6.3) Works independently and safely in physical activity settings.
 - (S4.E6.4) Works safely with peers and equipment in physical activity settings.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- Challenge
 - (S5. E3.3) Discusses the challenges that come from learning a new physical activity.



SKILLS SUMMARY

MOVEMENT SKILLS

STABILITY	Balance skills, keeping balance while moving and also changing direction.
MANIPULATIVE	How to perform forehand and backhand.
MOVEMENT CONCEPTS	<p>Accuracy</p> <ul style="list-style-type: none">• Understand how to propel a shot to where you want it to go. <p>Space</p> <ul style="list-style-type: none">• Understand where to move to after you have hit a ball.• Understand how to move your partner to a different space. <p>Force</p> <ul style="list-style-type: none">• Understand what playing a shot with force will do to your opponent or how it will propel the ball.• Understand what playing a ball with touch will do to your opponent or how it will propel the ball differently. <p>Time</p> <ul style="list-style-type: none">• Understand when to return a ball upon receiving. <p>Movement</p> <ul style="list-style-type: none">• Understand what type of shot you should play in different situations.

KEY COMPONENTS

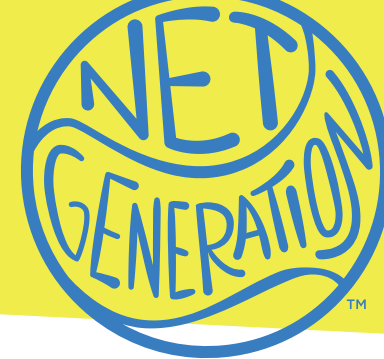
Activity area

At this stage, teachers and students can define their activity area by marking out a boundary so that there is awareness of personal and general space. A variety of materials such as soft cones, poly-spots, chalk and tape can be used to create boundaries within the activity area. Typically, the activity area should be about the size of a basketball court. Any reference to “baseline” refers to the back boundary of the student’s activity area.

Equipment

Students use a range of balls; however the foam and red low compression tennis ball, which is 25% compression, are the recommended balls for this stage. Paddle tennis racquets and small 21- to 23-inch tennis racquets are also used.

SKILLS SUMMARY



Key end game

The key end game is a culminating activity that provides an opportunity for students to demonstrate the confidence and competence in skills learned throughout the 3rd Grade - 4th Grade stage.

On completion of the 3rd Grade - 4th Grade stage, the key end game is Tennis Four Square.

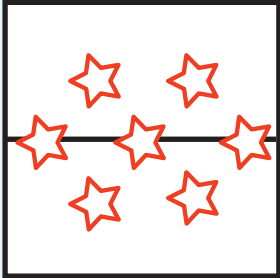
Tennis Four Square is an activity that will allow students to begin applying basic tennis skills they have learned up to this point before playing a traditional game of tennis. Tennis Four Square will allow students to apply skills of force and direction when striking, apply movement concepts of open space and ready position's as well as apply simple offensive strategies and tactics.

LESSON 1



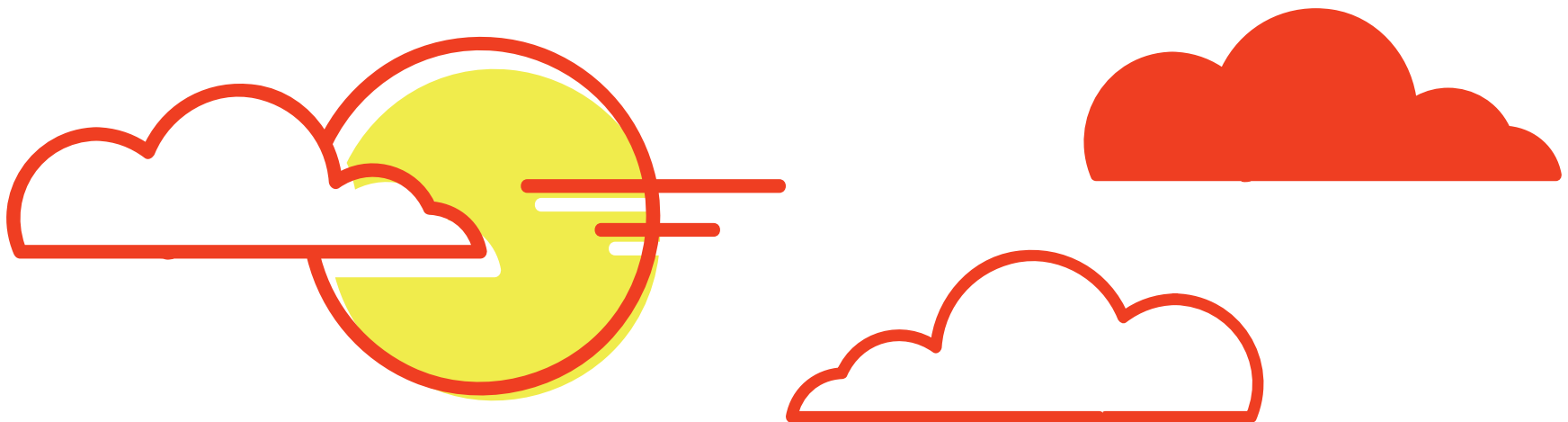
Lesson Name: Meet the Racquet	Unit Name & Lesson #: Lesson 1	Grade Level: 3rd & 4th Grade	Lesson Length: 30 minutes
<p>National Standards & Grade-Level Outcomes:</p> <p>Standard 1: S1.E24.2 (Striking, Short Implement)</p> <p>Standard 3: S3.E2.3 & S3.E2.4 (Engages in Physical Activity)</p> <p>Standard 4: S4.E1.3, S4.E1.4, S4.E2.3 (Personal Responsibility); S4.E3.3, S4.E3.4 (Accepting Feedback); S4.E3.3A, S4.E4.3b, S4.E4.4a, S4.E4.4b, S4.E6.3, S4.E6.4 (Working with Others)</p> <p>Standard 5: S5.E3.3 (Challenge)</p>	<p>Lesson Objective(s):</p> <p>Students will be able to tap a ball with a racquet in a controlled manner.</p>	<p>Equipment Needed:</p> <ul style="list-style-type: none">• One racquet.• One ball per student.	<p>Fun Fact:</p> <p>Tennis was invented in France! Who knows something interesting about France?</p>
<p>Essential Question (related to objective):</p> <p>How can you keep control of the ball so that you hit it more than once?</p>		<p>Safety Considerations:</p> <p>Be sure students are adequately spaced apart when using their racquets. Be sure students are aware of their space when moving if racquets are placed on the floor.</p>	

LESSON 1

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Instant Activity</p> <p>Blast Off</p>	<p>5 min.</p>	<p>Students start in the middle of the designated activity area.</p> 	<ul style="list-style-type: none"> • Show students the boundaries of the activity area (general space) and remind them to maintain their personal space throughout the activity. • Students scatter in the general space while maintaining their personal space. • Explain to students that you will count down from 10 and then call “Blast-Off.” When students hear “Blast-Off,” they are to move throughout general space while maintaining their personal space until they hear “freeze.” Once they hear “freeze,” they are to stop and stand still. • Repeat. <p><i>Transition: Students get a racquet and tennis ball and find a spot in open space.</i></p>	<p>Modifications:</p> <ul style="list-style-type: none"> • Ask students to make shapes with their bodies when they freeze. • Make the activity area larger or smaller. • Change the way students move (e.g., hopping, skipping, galloping, sliding).
<p>Learning Experience 1</p> <p>Meet My Racquet</p>	<p>15 min.</p>	<p>Students in open space, each with a racquet and tennis ball.</p>	<p>Teacher to give instructions for a variety of exercises for students to get familiar with the racquet:</p> <ul style="list-style-type: none"> • Introduce skills of “hugging and grounding” the racquets. <ul style="list-style-type: none"> • Explain and practice “hug the racquet”—crossing your arms and hugging the racquet (this is used if instructions are 30 seconds or less). • Explain and practice “grounding the racquet”—placing the racquet on the floor (this is used if instructions are longer than 30 seconds). • Balance the ball on the racquet strings with palm facing up. • Roll the ball around the edge of the racquet. • Drop the ball onto the ground off the racquet and then try to catch the ball back on the string, students can use their hands to assist. <p>Teaching components (Tap-Downs):</p> <ul style="list-style-type: none"> • Hold the racquet with your palm down. • Hold the racquet waist-high. • Keep your wrist stiff. • Be careful of others. • Stay in your personal space. <p>Teaching components (Tap-ups):</p> <ul style="list-style-type: none"> • Hold the racquet with your palm up. • Keep your wrist stiff. • Tap the ball up eye-high. • Be careful of others. • Stay in your personal space. • Drop the ball on the ground from the racquet, hit the ball to eye height, then catch with one hand. After a few attempts, have students try to do this continuously without catching the ball. • Tap the ball down to the ground then turn your palm to face up and hit the ball up catch the ball and repeat. 	<p>Cues:</p> <ul style="list-style-type: none"> • Eyes up, level racquet, eye-high. <p>Modification:</p> <ul style="list-style-type: none"> • Use a different size ball. • Use non-dominant hand. • Choke up on racquet to aid control. <p>Checks for understanding:</p> <ul style="list-style-type: none"> • Are students balancing ball without it falling off the racquet? • Are students tapping down and tapping up with control? • Are racquet faces level so that the object stays on the strings? • Ask students “why do we want to hit the ball only up to eye height?”

LESSON 1

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 2</p> <p>Jacks</p>	5 min.	Students in open space, each with a racquet and tennis ball.	<ul style="list-style-type: none"> • Students toss ball up and let it bounce, tap-up with their racquet once and catch the ball with their free hand (onesies). • Students toss ball up and let it bounce, tap-up the ball with their racquet twice and catch the ball with their free hand (twosies). • Continue and see how many times students can “toss, bounce, tap, and catch” in a row. 	<p>Cues:</p> <ul style="list-style-type: none"> • Toss, bounce, tap, catch. <p>Modification:</p> <ul style="list-style-type: none"> • Allow students to have multiple bounces to gain control of the rally. • Use different size balls. <p>Checks for understanding:</p> <ul style="list-style-type: none"> • Are students maintaining control of the ball in their personal space? <p>Quick assessment:</p> <ul style="list-style-type: none"> • Ask students “Can you get to ‘fivesies’?” See how many students can get to five taps in a row.
<p>Closure</p>	5 min.	Students safely return ball and racquet and gather in front of the teacher.	<ul style="list-style-type: none"> • Review the lesson of the day and the activities covered. 	<ul style="list-style-type: none"> • Ask a student/partner group to demonstrate the activity. • How many consecutive tap-ups did you complete? • What did you need to do to tap the ball up more than once?

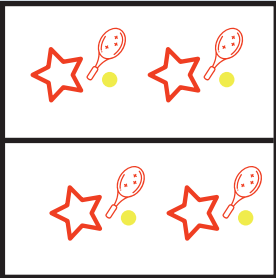


LESSON 2



Lesson Name: Tennis Jacks	Unit Name & Lesson #: Lesson 2	Grade Level: 3 rd & 4 th Grade	Lesson Length: 30 minutes
National Standards & Grade-Level Outcomes: Standard 1- S1.E24.2 (Striking, Short Implement) Standard 2- S2.E3.4b (Speed, Direction, Force) Standard 3- S3.E2.3 & S3.E2.4 (Engages in Physical Activity) Standard 4- S4.E1.3, S4.E1.4, S4.E2.3 (Personal Responsibility); S4.E3.3, S4.E3.4 (Accepting Feedback); S4.E3.3A, S4.E4.3b, S4.E4.4a, S4.E4.4b, S4.E6.3, S4.E6.4 (Working with Others) Standard 5- S5.E3.3 (Challenge)	Lesson Objective(s): Students will be able to tap a ball continuously using a racquet. Students will be able to tap a ball in an intended direction.		Equipment Needed: <ul style="list-style-type: none">• One racquet per student.• One red ball per student.• Music (optional).• One poly-spot or target per two students. Fun Fact: <p>The world record for ball bounces in a row by a 10-year-old is 831!</p>
Essential Question (related to objective): How can you tap a ball continuously with your partner?	Safety Considerations: Students must maintain personal space, change direction safely and practice racquet safety.		

LESSON 2

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Instant Activity</p> <p>Rock, Paper, Scissors Tag</p>	5 min.	Students paired up in open space.	<ul style="list-style-type: none"> On the teacher's signal (whistle or music starting), students play Rock, Paper, Scissors with their partner. The student who loses is "It" and must try to tag their partner. Before the "It" student can try to tag their partner they must complete three jumping jacks. If their partner is tagged, they play another game of Rock, Paper, Scissors and repeat the cycle. <p><i>Transition: Students get a ball and racquet and find a spot in open space.</i></p>	<p>Modification:</p> <ul style="list-style-type: none"> Stop the round if "It" students are having trouble catching their partner. Have students find new partners. Have students use a different locomotor skill each round.
<p>Learning Experience 1</p> <p>Tap-up Rally</p>	5 min.	<p>Students in open space with a racquet and a ball.</p> 	<p>Tap-up Rally:</p> <ul style="list-style-type: none"> Each student is to bounce the ball with their non-dominant hand and then catch the ball back on their racquet strings. After successful completion, students then bounce the ball and get their racquet under it (so that the ball is on top if the racquet is in the air). Students should bend their knees and aim to slightly tap the ball up and then catch with their non-dominant hand. Once students are able to control the ball, complete the sequence of bounce, tap, bounce, tap in their personal space. <p><i>Transition: Students get into partners by pairing up with their partner from Rock, Paper, Scissors Tag.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> Tap, eye-high, catch. <p>Modifications:</p> <ul style="list-style-type: none"> Change partners. Use non-dominant hand to guide the ball to the racquet strings. Use different size balls. Use non-dominant hand. Have students choke up on the racquet to aid in controlling the ball. <p>Checks for understanding:</p> <ul style="list-style-type: none"> Are students staying in their personal space? Are students maintaining control with ball only, tapping up to eye height?

LESSON 2

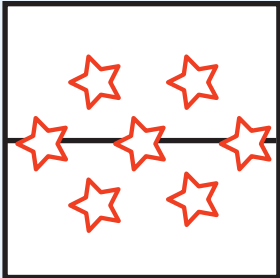
Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 2</p> <p>Partner Tap-Ups</p>		<p>Students in pairs in open space with racquets, ball and target.</p>	<ul style="list-style-type: none"> Partners stand close to each other. One student will bounce the ball up off their racquet (eye-high) and let it bounce off the floor towards the target. The second student will let the ball tap-up off their racquet and attempt to have it land on the target. The partners will continue to rally in the same pattern tap-up, bounce, tap-up, bounce in a controlled manner. <p><i>Transition students into groups of five or six.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> Bend knees, tap-up, eye-high, aim for target. <p>Modifications:</p> <ul style="list-style-type: none"> Vary the size of targets. Use different size balls. Use non-dominant hand. Have students choke up on the racquet to aid in controlling the ball. <p>Checks for Understanding:</p> <ul style="list-style-type: none"> Are students maintaining control with ball only, tapping up to eye height? Are students in ready position and prepared to tap the ball to their partner? <p>Quick Assessment:</p> <ul style="list-style-type: none"> Ask students how many times they can hit the target in two minutes?
<p>Learning Experience 3</p> <p>Circle Tap Pass</p>	<p>10 min.</p>	<p>Students in groups of five or six in circle formation with a target in the middle and one tennis ball per group. Each student has their own racquet.</p>	<ul style="list-style-type: none"> The goal is to tap-pass the ball to other group members. The ball may bounce as many times as desired. The goal is for each circle to keep their rallies going as long as possible. <p><i>Transition: Have students put racquets away. Designate the shortest person in a group to grab the target to put away and student who is holding the ball at the end of the activity to put it away.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> Bend knees, tap-up, eye-high, aim for target. <p>Modifications:</p> <ul style="list-style-type: none"> Use different size balls. Use non-dominant hand. Have students choke up on the racquet to aid in controlling the ball. Vary the size of the target. <p>Checks for understanding:</p> <ul style="list-style-type: none"> Are the students able to tap in a controlled manner? Are the students choking up on the racquet for control? Are all students receiving equal opportunities to participate?
<p>Closure</p>	<p>5 min.</p>	<p>Students gather in front of the teacher.</p>	<p>Review activities completed in class, asking questions specifically related to tapping the ball to a partner in a controlled manner.</p>	<ul style="list-style-type: none"> What was different when you were tapping the ball to yourself compared to tapping to your partner? How should you tap the ball so that your partner is able to tap the ball? How was your group able to have a successful rally in the circle activity with everyone participating?

LESSON 3



Lesson Name: Quick as a Flash	Unit Name & Lesson #: Lesson 3	Grade Level: 3 rd & 4 th Grade	Lesson Length: 30 minutes
National Standards & Grade-Level Outcomes: Standard 1- S1.E16.3 (Catching) Standard 2- S2.E3.3 (Speed, Direction, Force) Standard 3- S3.E2.3 & S3.E2.4 (Engages in Physical Activity) Standard 4- S4.E1.3, S4.E1.4, S4.E2.3 (Personal Responsibility); S4.E3.3, S4.E3.4 (Accepting Feedback); S4.E3.3A, S4.E4.3b, S4.E4.4a, S4.E4.4b, S4.E6.3, S4.E6.4 (Working with Others) Standard 5- S5.E3.3 (Challenge)	Lesson Objective(s): Students will be able to effectively move and react relative to the timing of tossing and catching a ball. Students will be able to understand the importance of “ready position” in relation to moving effectively in tennis.		Equipment Needed: <ul style="list-style-type: none">• One racquet.• One ball per student.• Two students per lesson. Fun Fact: <p>The fastest female tennis player in the world, Simona Halep, was clocked at over 14 miles per hour; the fastest male tennis player, Novak Djokovic, came in at 22 miles per hour!</p>
Essential Question (related to objective): How are you able to move and react when catching a ball?		Safety Considerations: Remind students of personal space when moving with a racquet in their hand. Be sure that racquets are not on the ground when students are moving.	

LESSON 3

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Instant Activity</p> <p>Blast Off to Ready Position</p>	5 min.	<p>Students start in the middle of the designated activity area.</p> 	<ul style="list-style-type: none"> • Prior to the instant activity, quickly show students “ready position.” • Show students the boundaries of the activity area (general space) and remind them to maintain their personal space throughout the activity. • Students scatter in the general space while maintaining their personal space. • Explain to students that you will count down from 10 and then call “blast-off.” When students hear “blast-off,” they are to move throughout general space while maintaining their personal space until they hear “freeze.” Once they hear “freeze,” they are to stop and get into ready position. • Repeat. <p><i>Transition: Students are in personal space with a racquet.</i></p>	<p>Modification:</p> <ul style="list-style-type: none"> • Call freeze before three seconds. • After the activity, review ready position and why it is important in tennis and other sports.
<p>Learning Experience 1</p> <p>Racquet Quickness</p>	10 min.	<p>Students in open space each with a racquet.</p>	<ul style="list-style-type: none"> • Have students move through the activity area performing a locomotor movement of the teacher’s choice (running, walking, skipping, etc.). • On signal, while continuing to move with racquets in hand, students move to the perimeter of the activity area and fall in line behind a designated student until a circle is formed. • Have each student stand the racquet on the tip of its frame with the handle pointing up in front of them. • When the teacher calls out either “right” or “left,” students let go of their racquet, move in the direction called, and try and catch the racquet next to them before it falls to the ground. • If everyone has a successful catch, move back a step—if not, move in a step. Try and see how large the circle can get with everyone being successful. <p><i>Transition: Have every student put their racquet away and get a tennis ball.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> • Knees bent, step right or left, release, catch. • Racquet in front. <p>Modifications:</p> <ul style="list-style-type: none"> • Vary the size of the circle. • Have students work in partners, in small groups or in large groups. • If students are confusing right and left, tell them they will be going right or left first, but change the speed of when the signal is called. For example, all students will know they are to go right, but the teacher may call “right” immediately and the next time “right” is called, there is a longer pause. <p>Checks for understanding:</p> <ul style="list-style-type: none"> • Are students having success catching the racquet? • Are students keeping their knees bent and back straight when in ready position (this will help them react quicker)?

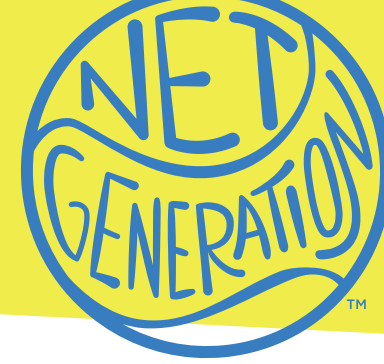
LESSON 3

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 2</p> <p>Catch Tennis</p>		<p>Students in open space with a tennis ball.</p>	<ul style="list-style-type: none"> Students will begin by underhand tossing, bouncing and catching the ball to themselves, tossing the ball no higher than eye-high and letting the ball bounce once. After a few tries, have students complete the sequence again to include: catching with two hands, with their dominant hand, with their non-dominant hand. <p><i>Transition: Put students into pairs with one ball and one target per pair. Have the oldest student in the pair retrieve a target from the teacher and return the extra ball.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> Toss, eye-high, bounce, catch. <p>Modifications:</p> <ul style="list-style-type: none"> Use different size balls. Use non-dominant hand. Use target. <p>Checks for understanding:</p> <ul style="list-style-type: none"> Are students tossing and bouncing the ball with control so they are able to catch successfully (e.g, not slamming the ball down)? <p>Quick assessment:</p> <ul style="list-style-type: none"> Can students toss, bounce and catch successfully seven out of ten attempts?
<p>Learning Experience 3</p> <p>Catch Tennis with a Partner</p>		<p>Students in pairs in open space with one ball and target per pair.</p>	<ul style="list-style-type: none"> Ask the students to pair up and with one ball toss, bounce and catch in a designated space. Have students put the target between them on the ground. Students toss and catch using the target as a marker of where the ball should land. Student tosses ball up in the air, lets it bounce on target and catch the ball. Have students catch with two hands, one hand and non-dominant hand. <p><i>Transition: Have the youngest student in the pair retrieve a second ball from the teacher.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> Toss, eye-high, bounce, catch. <p>Modifications:</p> <ul style="list-style-type: none"> Use different size balls. Use non-dominant hand. Use target. <p>Checks for understanding:</p> <ul style="list-style-type: none"> Are students using a good ready position? Remind students to keep the knees bent and the back straight. Are students successfully tossing and catching the ball?

LESSON 3

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 4</p> <p>Ball Drop</p>	10 min.	Students in pairs with each pair having two balls and a target.	<ul style="list-style-type: none"> • In pairs, one partner has a ball in both hands with arms extended at shoulder height to form the letter “T.” • The partner drops one ball without the other partner knowing which one they will drop. • The partner without the balls quickly runs and catches the dropped ball after one bounce. • Move slightly back after each successful drop and catch. • Have partners switch roles. <p><i>Transition: Students to return all equipment and gather in the middle of the activity area.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> • Drop, react, catch. <p>Modifications:</p> <ul style="list-style-type: none"> • Increase or decrease the distance to challenge or increase success for students. • Increase the number of bounces. • Allow students to catch with only one or two hands depending on ability level. • Have students try with their back turned to their partner for an added challenge. <p>Checks for understanding:</p> <ul style="list-style-type: none"> • Are students using a ready position with bent knees and straight back? • Are students successfully dropping and catching the ball?
Closure	5 min.	Students gathered in the center of the activity area.	<ul style="list-style-type: none"> • Review the activities covered in class and the importance of ready position. • Demonstrate poor “ready position” and ask for group suggestions to improve. 	<ul style="list-style-type: none"> • How should your body be positioned to catch the ball? • How are you able to move quickly to the ball once it is dropped? • Is it easier to catch with one hand or two? Why?

LESSON 4



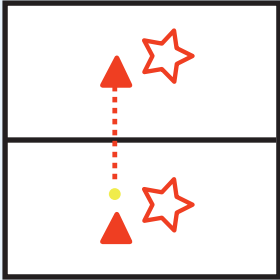
Lesson Name: Quick as a Flash	Unit Name & Lesson #: Lesson 4	Grade Level: 3rd & 4th Grade	Lesson Length: 30 minutes
<p>National Standards & Grade-Level Outcomes:</p> <p>Standard 1- S1.E13.3 (Underhand Throw), S1.E16.3 (Catching)</p> <p>Standard 3- S3.E2.3 & S3.E2.4 (Engages in Physical Activity)</p> <p>Standard 4- S4.E1.3, S4.E1.4, S4.E2.3 (Personal Responsibility); S4.E3.3, S4.E3.4 (Accepting Feedback); S4.E3.3A, S4.E4.3b, S4.E4.4a, S4.E4.4b, S4.E6.3, S4.E6.4 (Working with Others)</p> <p>Standard 5- S5.E3.3 (Challenge)</p>	<p>Lesson Objective(s):</p> <p>Students will be able to effectively move and react relative to the timing of tossing, bouncing and catching a ball.</p>	<p>Equipment Needed:</p> <ul style="list-style-type: none">• One red ball per two students.• One cone per two students.• One target per two students.• Music (optional).	<p>Fun Fact:</p> <p>In able-bodied tennis, each player is allowed to let the ball bounce only once on their side, but in wheelchair tennis, each player is allowed to let the ball bounce twice.</p>
<p>Essential Question (related to objective):</p> <p>How are you able to move and react to catch a bouncing ball?</p>		<p>Safety Considerations:</p> <p>Remind students of personal space when moving with a racquet in their hand. Be sure that racquets are not on the ground when students are moving.</p>	

LESSON 4

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Instant Activity</p> <p>Toss-Catch Tag</p>	5 min.	Students find a partner and stand facing their partner forming two parallel lines.	<ul style="list-style-type: none"> • After students have found a partner using the “toe-to-toe” method, they will line up facing their partners in two parallel lines across activity area. • Students use beanbags or red balls to toss back and forth with partners. • Identify a safe area or spot (line, target, etc.). When the music stops or the whistle is blown, the student holding the ball attempts to reach the designated safe area before they tagged. • Students must work within their own lanes when trying to tag their partner. 	<ul style="list-style-type: none"> • Review ready position from the previous lesson.
<p>Learning Experience 1</p> <p>Catch Tennis with a Partner</p>	10 min.	Students in open space with their partner, one ball and target per pair.	<ul style="list-style-type: none"> • With their partner and a ball, students will toss, bounce and catch in a designated space. • Have students put a target between the two of them on the ground. Student #1 tosses the ball using the target as a spot where the ball should land. Student #2 catches the ball and tosses the ball up in the air, lets it bounce on target back to Student #1. • Have students catch with two hands, one hand and non-dominant hand. <p><i>Transition: Put students in pairs using the toe-to-toe method. Have the shortest partner find a space to play in and the tallest partner grab a cone and ball to use in the next activity.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> • Aim, toss, bounce, catch, eye-high. <p>Modifications:</p> <ul style="list-style-type: none"> • Increase number of bounces. • Toss and catch with different hands. • Decrease the distance between partners or increase the number of bounces after the ball is dropped. • Increase the distance between partners. • “Point Bonus” for hitting target. <p>Checks for understanding:</p> <ul style="list-style-type: none"> • Are students successfully tossing and catching the ball?



LESSON 4

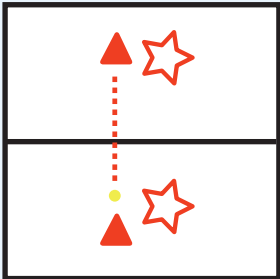
Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 2</p> <p>Ice Cream Cones with a Partner</p>	<p>10 min.</p>	<p>Students in pairs in open space about six feet apart, each student with a cone.</p> 	<ul style="list-style-type: none"> • Each student is to stand with their cone in the ready position like they are holding an ice cream cone. • Students cooperatively work together, underhand tossing the ball to each other, catching the ball in the cone after one bounce. • Have students call out the sequence as they complete it <p><i>Transition: Students to return equipment and gather in the middle of the activity area.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> • Aim, toss, bounce, catch. <p>Modifications:</p> <ul style="list-style-type: none"> • Toss the ball to a different side of the body each time. • Increase the distance between each pair. • Ask one student to only toss the ball, the sequence would then be toss, catch and roll back. • Place a target (poly-spot, tape, etc.) in-between partners and students receive a “Bonus Point” for hitting target. • One cone per pair. <p>Checks for understanding:</p> <ul style="list-style-type: none"> • How many times can you catch the ball in your cone? <p>Quick assessment:</p> <ul style="list-style-type: none"> • As students are completing the activity, walk around to check for ready position looking for bent knees and a straight back.
<p>Closure</p>	<p>5 min.</p>	<p>Students return equipment and gather in the center of the activity area.</p>	<ul style="list-style-type: none"> • Teacher reviews the activities from the lesson and asks for three volunteers. • Give first volunteer a ball to catch while stationary and while moving. • Give second volunteer a ball to catch on dominant side and non-dominant side. • Give third volunteer a ball to catch on one, two and three bounces. 	<ul style="list-style-type: none"> • Is it easier to catch the ball when moving or standing still? • Is it easier to catch the ball on your dominant side or non-dominant side? • Is it easier to catch the ball on one bounce, two bounces or three bounces? • To be able to catch the ball on one bounce, what do we need to do? • What does ready position look like? Have students all stand up and show you ready position.

LESSON 5

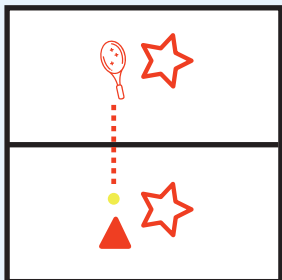


Lesson Name: Target Practice	Unit Name & Lesson #: Lesson 5	Grade Level: 3rd & 4th Grade	Lesson Length: 30 minutes
<p>National Standards & Grade-Level Outcomes:</p> <p>Standard 1- S1.E24.3b,S1.E24.4a (Striking, short Implement)</p> <p>Standard 2- S2.E3.3, S2.E3.4b (Speed, Direction, Force)</p> <p>Standard 3- S3.E2.3 & S3.E2.4 (Engages in Physical Activity)</p> <p>Standard 4- S4.E1.3, S4.E1.4, S4.E2.3 (Personal Responsibility); S4.E3.3, S4.E3.4 (Accepting Feedback); S4.E3.3A, S4.E4.3b, S4.E4.4a, S4.E4.4b, S4.E6.3, S4.E6.4 (Working with Others)</p> <p>Standard 5- S5.E3.3 (Challenge)</p>	<p>Lesson Objective(s):</p> <p>Students will be able to hit a ball with a racquet toward a target with control.</p>	<p>Equipment Needed:</p> <ul style="list-style-type: none">• One racquet per student.• One ball per two students.• One cone per two students.• One target, marker or poly-spot per two students.• Music (optional).	<p>Fun Fact:</p> <p>Just like a video game, your racquet strings are your controller. The direction you point your strings is where the ball will go.</p>
<p>Essential Question (related to objective):</p> <p>How are you able to hit the ball with a racquet toward a target with control?</p>		<p>Safety Considerations:</p> <p>Remind students of personal space when moving with a racquet in their hand. Be sure that racquets are not on the ground when students are moving.</p>	

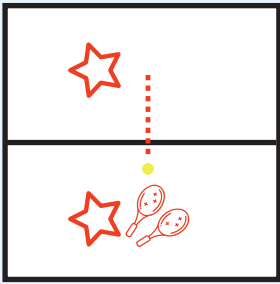
LESSON 5

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Instant Activity</p> <p>Flag Tag</p>	<p>5 min.</p>	<p>Students in open space, each with two flags attached to their waist.</p>	<ul style="list-style-type: none"> On the signal, students will move in free space (run, jog, skip, walk, gallop). Students will try to collect as many flags as possible by grabbing flags from other students' waists. After 30 to 60 seconds, have students stop and count their flags. Have the class give a round of applause to the student with the most flags. Play two or three rounds. <p><i>Transition: Students are to get in pairs by finding a partner who is similar height. Have one partner grab a ball and cone for the pair.</i></p>	<p>Modifications:</p> <ul style="list-style-type: none"> Each student only has one flag. Once both flags are taken, have students do jumping jacks in place until the round is over.
<p>Learning Experience 1</p> <p>Ice Cream Cones (No Racquet)</p>	<p>5 min.</p>	<p>Students in open space about six feet away from each other. Each pair has one tennis ball and one cone.</p> 	<ul style="list-style-type: none"> Each student is to stand with their cone in the ready position like they are holding an ice cream cone. Students cooperatively work together, underhand-tossing the ball to each other, catching the ball in the cone after one bounce. Have students call out the sequence as they complete it (toss, bounce, catch). <p><i>Transition: Have the student who is the oldest from each pair grab one racquet and return one cone.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> Aim, toss, bounce, catch. <p>Modifications:</p> <ul style="list-style-type: none"> Toss the ball to a different side of the body each time, working on the forehand and backhand side. Increase the distance between each pair. Ask one student to only toss the ball, the sequence would then be toss, catch and roll back. Place a target (poly-spot, tape, etc.) in-between partners and students receive a "Bonus Point" for hitting target. <p>Check for understanding:</p> <ul style="list-style-type: none"> Are students successfully tossing and catching the ball? <p>Quick assessment:</p> <ul style="list-style-type: none"> How many times can you catch the ball in your cone in two minutes?

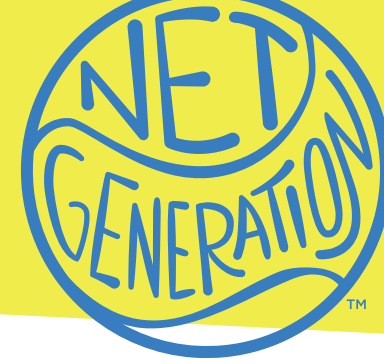
LESSON 5

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 2</p> <p>Sending the Mail</p>	<p>10 min.</p>	<p>Students in open space about six feet away from each other. Each pair has one racquet, one tennis ball and one cone.</p> 	<p>Introduce the forehand: (Note: If using this lesson for 3rd grade use the term striking with students.)</p> <ul style="list-style-type: none"> • Set up sideways with non-dominant shoulder facing front to the target. • Make your swing moves low to high (start low and follow through high). • Make contact with the ball when it is in line with the front foot. • Keep the racquet strings pointed where you want the ball to go. • Guide students to be mindful of the size of their swing depending on where their target is located. • Be sure to talk about force (size of the swing) relative to the target distance. The bigger or faster the swing the harder the ball is hit, which will make it go further. • One student is the hitter (with the racquet) and their partner is the catcher (with the ball and cone). • The catcher serves (underhand toss) the ball to the hitter ensuring that the ball lands approximately one to two feet in front of the partner (use a poly-spot to assist with this if necessary). • The hitter strikes the ball and returns back to the catcher, who catches the ball in the cone after one bounce. • Teams are given 10 attempts at toss, bounce, hit and catch and then swap roles (hitter becomes catcher and vice versa). <p><i>Transition: Students get in pairs by finding a partner who is similar height. Have one partner grab a ball and cone for the pair.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> • Aim, toss, bounce, catch, eye-high. <p>Modifications:</p> <ul style="list-style-type: none"> • Increase or decrease distance between partners. • Hitter pushes ball on ground, and catcher rolls back. • Place a target (poly-spot, tape, etc.) in-between partners and students receive a “Bonus Point” for hitting target. <p>Checks for understanding:</p> <ul style="list-style-type: none"> • Are students successfully hitting and catching the ball? <p>Quick assessment:</p> <ul style="list-style-type: none"> • How many tennis balls can the students catch in the cone out of 10 attempts? <p>See formal assessment:</p> <ul style="list-style-type: none"> • Student competency in striking with a short-handled implement should be assessed in Lesson 9. The following 3 pt. rubric on page 41 can be used to complete a pre- and post assessment.

LESSON 5

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 3</p> <p>Lobster Trap</p>	<p>7 min.</p>	<p>Students in pairs in open space standing eight to ten feet apart. One partner will have two racquets and the other partner will have one ball.</p> 	<ul style="list-style-type: none"> • The player with the ball (the “tossers”) makes an easy underhand toss; the player with the racquets (the “lobster”) catches the ball after the bounce by trapping the ball between both racquets. • After trapping the ball, the player drops the ball from the racquets and drop-hits the ball back to the tosser, using a forehand. • Change tossers and lobsters after five tosses. <p><i>Transition: Students to return all equipment and sit in the middle of the activity area.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> • Toss, bounce, trap. <p>Modifications:</p> <ul style="list-style-type: none"> • Hitter can roll the ball back to partner instead of drop-hitting. • To make it more challenging, rotate before trapping the ball. <p>Checks for understanding:</p> <ul style="list-style-type: none"> • Are students successfully trapping the ball with the racquets? • Are students staying within their personal space? • Are the students rotating before or after trapping the ball?
<p>Closure</p>	<p>5 min.</p>	<p>Students sit in the middle of the activity area.</p>	<ul style="list-style-type: none"> • Review the activities from the day’s lesson. • Have all students stand up and motion the cues for the forehand. Use this time to do a quick assessment. 	<ul style="list-style-type: none"> • What are the cues for the forehand? • How do you control the direction of the ball when hitting? • How big should you swing to make the ball go where you want?

LESSON 6

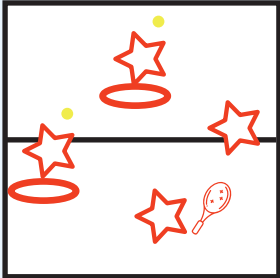


Lesson Name: Target Challenge	Unit Name & Lesson #: Lesson 6	Grade Level: 3rd & 4th Grade	Lesson Length: 30 minutes
<p>National Standards & Grade-Level Outcomes:</p> <p>Standard 1- S1.E24.3b, S1.E24.4a (Striking, Short Implement)</p> <p>Standard 2- S2.E3.3, S2.E3.4b (Speed, Direction, Force)</p> <p>Standard 3- S3.E2.3 & S3.E2.4 (Engages in Physical Activity)</p> <p>Standard 4- S4.E1.3, S4.E1.4, S4.E2.3 (Personal Responsibility); S4.E3.3, S4.E3.4 (Accepting Feedback); S4.E3.3A, S4.E4.3b, S4.E4.4a, S4.E4.4b, S4.E6.3, S4.E6.4 (Working with Others)</p> <p>Standard 5- S5.E3.3 (Challenge)</p>	<p>Lesson Objective(s):</p> <p>Students will be able to hit a ball with a racquet toward a target in a game situation.</p> <p>Students will demonstrate positive praise toward classmates during class activities.</p>	<p>Equipment Needed:</p> <ul style="list-style-type: none"> • One racquet per two students. • One ball per two students. • One hoop per two students. • Two markers or targets per four students. • Two cones per four students. • Two half-cones per four students. 	<p>Fun Fact:</p> <p>A “rally” is where two people hit the ball back and forth to each other. The world record for longest rally happened in Germany and was 50,970 shots in a row.</p>
<p>Essential Question (related to objective):</p> <p>How are you able to hit the ball with a racquet toward a target in the game?</p>		<p>Safety Considerations:</p> <p>Remind students of personal space when moving with a racquet in their hand. Be sure that racquets are not on the ground when students are moving.</p>	

LESSON 6

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Instant Activity</p> <p>Rock, Paper, Scissors Fan Club</p>	5 min.	Students in open space in the activity area.	<ul style="list-style-type: none"> Students will move in open space and find another classmate to play a game of Rock, Paper, Scissors. The losing student will go behind the winning student and begin their “fan club.” Students in a “fan club” will loudly cheer for the student they’re following. If a student loses their and their entire fan club go behind the winning student and are a part of the winning student’s fan club. <p><i>Transition: Put students into pairs using the toe-to-toe method. Students who cannot find a partner see the teacher and teacher will pair them up. Have the shortest partner grab a racquet, ball and hoop.</i></p>	<p>Modifications:</p> <ul style="list-style-type: none"> Select a locomotor movement that students need to move around the activity area. At the end of the activity, discuss giving positive praise and how it can make others feel good. Have students continue to show positive praise in the lesson’s activities.
<p>Learning Experience 1</p> <p>Hoopla</p>	10 min.	Students in pairs with one racquet, ball and hoop.	<p>Review the cues for the forehand: (Note: If using this lesson for 3rd grade, use the term “striking” with students.)</p> <ul style="list-style-type: none"> Set up sideways with non-dominant shoulder facing front to the target. Make your swing move low to high (start low and follow through high). Make contact with the ball when it is in line with the front foot. Keep the racquet strings pointed where you want the ball to go. One student will bounce, hit, the ball and try to have it land in the hoop. The other student will be positioned behind the hoop, catching/retrieving the ball and rolling it back to their partner. Students will switch positions after 10 attempts. Be sure to remind hitting students to keep their racquet strings pointed where they want the ball to go (the hoop). <p><i>Transition: Put students into groups of four by pairs finding another pair to work with. Each pair will keep their equipment, and the tallest student in the group will return one racquet and get two poly-spots from the designated area.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> Aim, bounce, hit, catch. <p>Modifications:</p> <ul style="list-style-type: none"> Increase/decrease the distance to the target. Increase the size of the ball (beach ball, foam ball). <p>Checks for understanding:</p> <ul style="list-style-type: none"> Are students able to hit the ball in their hoop? Observe how they swing their racquet and the amount of force they use when swinging. <p>Quick assessment:</p> <ul style="list-style-type: none"> How many times can you get your ball to land in the hoop out of 10 attempts?

LESSON 6

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 2</p> <p>Grand Slam</p>	<p>10 min.</p>	<p>Students in groups of four with two hoops, two balls, one racquet and two poly-spots.</p> 	<ul style="list-style-type: none"> • Students find a activity area, place hoops in the field and define a home plate and a base to run back and forth between. • Remind students of force and swing size when hitting. • Remind students to have the racquet strings point towards their target. • One student is the hitter while the other three students are in the field but not in front of the hoops. • Hitter bounces the ball and hits it trying to get the ball to land in one of the hoops (fielding students cannot block the ball from landing in a hoop). • The fielders try to stop the ball; if the ball is stopped, they must underhand-toss the ball to each of the fielders (ask fielding students to be in ready position). • Hitter runs back and forth to one base as many times as they can before the fielders return the ball to home base. <p><i>Transition: Students to put equipment away and gather in the center of the activity area.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> • Aim, toss, bounce, hit. <p>Modifications:</p> <ul style="list-style-type: none"> • Increase/decrease distance of hoops. • Add more or less students to a team. • Score one point if the ball lands in a hoop. • Have students toss the ball instead of hit. <p>Checks for Understanding:</p> <ul style="list-style-type: none"> • Are the student's tennis balls landing in or around the targets? • Are fielding students in a ready position?
<p>Closure</p>	<p>5 min.</p>	<p>Students in center of the activity area.</p>	<ul style="list-style-type: none"> • The teacher becomes the student, trying to hit targets, but they must ask students questions and try to hit targets, based upon their answers. 	<ul style="list-style-type: none"> • How do you control the direction of the ball? • If you want the ball to go far, should you have a big swing or little swing? • What if you don't want the ball to go that far? With this question, reiterate that the force and swing of the ball will determine the distance the ball will travel. • How were you able to have the ball land in/on targets, and score points? • How did you demonstrate good sportsmanship when working with others?

LESSON 7

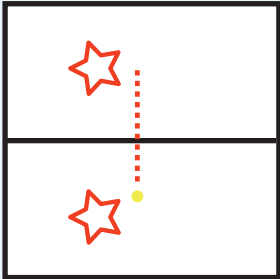


Lesson Name: Back and Forth	Unit Name & Lesson #: Lesson 7	Grade Level: 3rd & 4th Grade	Lesson Length: 30 minutes
<p>National Standards & Grade-Level Outcomes:</p> <p>Standard 1- S1.E24.3b, S1.E24.4a (Striking, Short Implement)</p> <p>Standard 2- S2.E3.3, S2.E3.4b (Speed, Direction, Force)</p> <p>Standard 3- S3.E2.3 & S3.E2.4 (Engages in Physical Activity)</p> <p>Standard 4- S4.E1.3, S4.E1.4, S4.E2.3 (Personal Responsibility); S4.E3.3, S4.E3.4 (Accepting Feedback); S4.E3.3A, S4.E4.3b, S4.E4.4a, S4.E4.4b, S4.E6.3, S4.E6.4 (Working with Others)</p> <p>Standard 5- S5.E3.3 (Challenge)</p>	<p>Lesson Objective(s):</p> <p>Students will be able to rally over a line on the ground.</p>	<p>Equipment Needed:</p> <ul style="list-style-type: none">• One ball per two students.• One jump rope per two students (optional).• One poly-spot, marker or target per two students.• Music (optional).	<p>Fun Fact:</p> <p>The oldest major tennis tournament in the world is called Wimbledon. On top of the trophy that goes to the winner is something kind of strange: a pineapple.</p>
<p>Essential Question (related to objective):</p> <p>How are you able to rally over a line on the ground with a partner?</p>		<p>Safety Considerations:</p> <p>Students should be reminded of how to move in personal space with a racquet. Partner groups should have enough space between them in to allow students to swing the racquet.</p>	

LESSON 7

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Instant Activity</p> <p>Freeze Dance</p>	5 min.	Students in open space.	<ul style="list-style-type: none"> When the music is playing, students will move freely in open space dancing or performing any locomotor movement of their choice. When the music is stopped, have students freeze into ready position. Continue for two or three rounds. <p><i>Transition: Students into pairs. Students each take a racquet and find a partner with the same color shirt. Once students find a partner, they find their own personal space.</i></p>	<p>Modifications:</p> <ul style="list-style-type: none"> Teacher moves around the activity area and when music is stopped students have to freeze in ready position facing them. Play different music each round. Have students freeze into one of the cues for a forehand swing. Have students' movements match the tempo of the music (e.g, students move fast when playing "Flight of the Bumblebee."
<p>Learning Experience 1</p> <p>Handiwork</p>	10 min.	Students in pairs in open space. Each pair has a ball.	<p>Continue to review and reinforce the components of a forehand: (Note: If using this lesson for 3rd grade, use the term "striking" with students.)</p> <ul style="list-style-type: none"> Set up sideways with non-dominant shoulder facing front to the target open hand (palm) "after one bounce." Make your swing move low to high (start low and follow through high) open hand (palm) "after one bounce." Make contact with the ball when it is in line with the front foot. Keep the racquet strings pointed where you want the ball to go. Students perform the following activities with their partners: <ul style="list-style-type: none"> Toss-Hit-Catch: One student tosses the ball underhand; the other student hits an open hand (palm) under control back to the tosser. The hitter should be sideways to the partner and the racquet should be held in position with the strings pointed to the tosser. Hit-Return-Catch: Student #1 drop-hits the ball with an open hand (palm) to student #2. Student B hits the ball back to student #1 with an open hand (palm). Student #1 lets the ball bounce and catches the ball and repeats the sequence. Try five attempts and switch. Partner Rallies Over a Line or Jump Rope: Partners work together with a line or jump rope between them and begin with an underhand toss to partner. They tap and bounce the ball back and forth over the net using open hand (palm). 	<p>Cues:</p> <ul style="list-style-type: none"> Aim, toss, bounce, hit, catch, trap, return. <p>Modifications:</p> <ul style="list-style-type: none"> Increase/decrease distance to moderate success. Use a larger ball (e.g, beach ball, playground ball). Allow multiple bounces or "juggling" to increase success. Use only one or two hands to catch and toss. <p>Checks for understanding:</p> <ul style="list-style-type: none"> Are students tossing, hitting and catching successfully with their partner? Are students successfully completing the hit, return and catch sequence? <p>Quick assessment:</p> <ul style="list-style-type: none"> Are students able to rally over the line four times in a row?

LESSON 7

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 2</p> <p>Handball</p>	<p>10 min.</p>	<p>Students in pairs. Each pair has a ball.</p> 	<ul style="list-style-type: none"> • Students create a play area that includes boundaries and a net (flat line on the ground or jump rope). • Students challenge their partner by playing points. • Student #1 will underhand-bounce-hits with an open hand (palm) the ball into play, aiming to land the ball on their partner's (returner's) side; students take turns putting the ball into play. • The returner aims to return the ball back over the net with height, and the point is played out. <p><i>Transition: Students put their equipment away and gather around the pair of students with the highest total of rallies.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> • Open hand, bounce, hit. <p>Modifications:</p> <ul style="list-style-type: none"> • Adjust boundaries to moderate success. • Allow two tries to bounce-hit the ball with their palm to get the ball over, instead of one. • Add a physical net, such as putting a jump rope between two cones. • Increase or decrease distance between students. • Play first to 10 points. <p>Checks for understanding:</p> <ul style="list-style-type: none"> • Observe the students' ability to rally over a line. • Are students successfully putting the ball into play? • Are students having successful rallies?
<p>Closure</p>	<p>5 min.</p>	<p>Students sit with their partner in the center of the activity area.</p>	<ul style="list-style-type: none"> • Ask the students questions to check for understanding. • If time allows, select a demonstrating pair to see how many in a row they can rally in one minute. 	<ul style="list-style-type: none"> • Have students "Think, Pair, Share" with their partner, asking the questions below to check for understanding. You will ask the question, students will think about their answer, pair with their partners, and share the answer with the teacher when called on. <ul style="list-style-type: none"> • Is it easier to catch the ball off one bounce, two bounces, no bounces? Why? • How high should you toss the ball to help your partner catch? • What was your rally record in Singles Storm? • What did the rally look like when you were successful? • What did the rally look like when you were not as successful?

LESSON 8

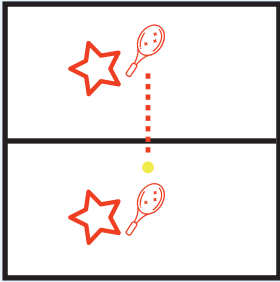


Lesson Name: Control Master	Unit Name & Lesson #: Lesson 8	Grade Level: 3 rd & 4 th Grade	Lesson Length: 30 minutes
<p>National Standards & Grade-Level Outcomes:</p> <p>Standard 1- S1.E24.3b, S1.E24.4a (Striking, Short Implement)</p> <p>Standard 2- S2.E3.3, S2.E3.4b (Speed, Direction, Force)</p> <p>Standard 3- S3.E2.3 & S3.E2.4 (Engages in Physical Activity)</p> <p>Standard 4- S4.E1.3, S4.E1.4, S4.E2.3 (Personal Responsibility); S4.E3.3, S4.E3.4 (Accepting Feedback); S4.E3.3A, S4.E4.3b, S4.E4.4a, S4.E4.4b, S4.E6.3, S4.E6.4 (Working with Others)</p> <p>Standard 5- S5.E3.3 (Challenge)</p>	<p>Lesson Objective(s):</p> <p>Students will be able to rally over a line with a partner in a controlled manner.</p>	<p>Equipment Needed:</p> <ul style="list-style-type: none">• One ball per two students.• One jump rope per two students (optional).• One poly-spot or target per student.• Music (optional).	<p>Fun Fact:</p> <p>When tennis was first invented, it used to be played with hands only and no racquets. Can anyone think of any other sports that are played with hands only?</p>
<p>Essential Question (related to objective):</p> <p>How are you able to rally over a line with a partner using a racquet in a controlled manner?</p>		<p>Safety Considerations:</p> <p>Remind students of personal space when moving with a racquet in their hand. Be sure that racquets are not on the ground when students are moving.</p>	

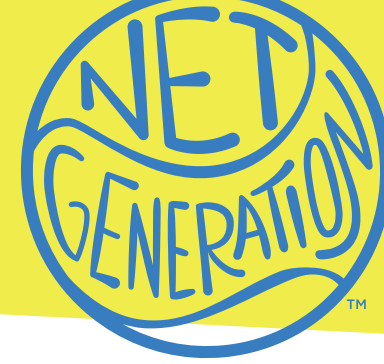
LESSON 8

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Instant Activity</p> <p>Happy Feet</p>	5 min.	Students in pairs spread out around the activity area.	<ul style="list-style-type: none"> In pairs, one student is the dodger and the other student is the tagger. The tagger tries to tap the dodger's toes with their foot while the dodger tries to avoid being tapped. The tagger counts the number of times they are tap the dodger's toes. Change roles on the teacher's signal. <p><i>Transition: Put students into pairs. Students each take a racquet and find a partner with the same color shirt. Once students find a partner, they find their own personal space.</i></p>	<p>Modifications:</p> <ul style="list-style-type: none"> Have students switch partners.
<p>Learning Experience 1</p> <p>Racquetwork</p>	10 min.	Students in pairs in open space. Each pair has a ball and two racquets.	<p>Components of forehand: (Note: If using this lesson for 3rd grade, use the term "striking" with students.)</p> <ul style="list-style-type: none"> Set up sideways with non-dominant shoulder facing front to the target. Make your swing move low to high (start low and follow through high). Make contact with the ball when it is in line with the front foot. Keep the racquet strings pointed where you want the ball to go. <p>Students perform the following activities with their partners:</p> <ul style="list-style-type: none"> Toss-Hit-Catch: One student tosses the ball underhand, the other student hits a forehand under control back to the tosser. The hitter should be sideways to the partner, and the racquet should be held in position with the strings pointed to the tosser. Hit-Return-Trap: Student #1 drop-hits the ball to student #2. Student #2 hits the ball back to student #1. Student #1 lets the ball bounce and traps the ball on the strings and repeats the sequence. Attempt five times and switch. Partner Rallies Over a Line or Jump Rope: Partners work together with a line or jump rope between them to serve as an imaginary net. They tap and bounce the ball back and forth over the net using the forehand. To start the rally, have students start close, match up the racquet faces, and take two steps back. Allow multiple bounces or "juggling" of the ball as necessary. Step Back Forehand Play Over a Line: Starting a few feet from a dividing line, begin play with a forehand drop hit. Students continue rallying using the forehand, trying to make four consecutive hits. If they are successful, they each take a step back (space permitting) and begin a new attempt to make another four consecutive hits. Taking a step back is not allowed unless four consecutive hits are made. <p><i>No transition necessary.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> Toss, hit, catch, trap, return. Remind students not to stomp. <p>Modifications:</p> <ul style="list-style-type: none"> Increase/decrease distance to moderate success. Allow multiple bounces or "juggling" to increase success. Use only one or two hands to catch and toss. <p>Checks for understanding:</p> <ul style="list-style-type: none"> Are students tossing, hitting and catching successfully with their partner? Are students successfully completing the hit, return and trap sequence? <p>Quick assessment:</p> <ul style="list-style-type: none"> Are students able to rally over the line four times in a row?

LESSON 8

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 2</p> <p>In Command with a Racquet</p>	<p>10 min.</p>	<p>Students in pairs in open space. Each pair has a ball and two racquets.</p> 	<ul style="list-style-type: none"> • Students create a play area that includes boundaries and a net (flat line on the ground or jump rope). • Students challenge their partner by playing points. • With a racquet, student #1 will underhand-bounce-hit the ball into play, aiming to land the ball on their partner's (returner) side; students take turns putting the ball into play. • The returner aims to return the ball back over the net with height and the point is played out. <p><i>Transition students to put their equipment away and gather around the pair of students with the highest total of rallies.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> • Bounce, hit. <p>Modifications:</p> <ul style="list-style-type: none"> • Adjust boundaries to moderate success. • Allow two tries to bounce hit the ball to get the ball over, instead of one. • Add a physical net, such as putting a jump rope between two cones. • Increase or decrease distance between students. • Play first to 10 points. <p>Checks for understanding:</p> <ul style="list-style-type: none"> • Observe the students' ability to rally over a line. • Are students successfully putting the ball into play? • Are students having successful rallies? <p>Quick assessment:</p> <p>Are students able to rally the ball over the line five out of ten times each?</p>
<p>Closure</p>	<p>5 min.</p>	<p>Students sit with their partner in the center of the activity area.</p>	<ul style="list-style-type: none"> • Ask the students questions to check for understanding. • If time allows, select a different demonstrating pair from the last lesson to see how many in a row they can rally in one minute. 	<ul style="list-style-type: none"> • Have students "Think, Pair, Share" with their partner asking the questions below to check for understanding. You will ask the question, students will think about their answer, pair with their partners, and share the answer with the teacher when called on. <ul style="list-style-type: none"> • Is it easier to hit the ball off one bounce, two bounces, no bounces? Why? • Was it easier for your partner to hit when the ball was low or waist level? • What was your rally record in Singles Storm? • What did the rally look like when you were successful? • What did the rally look like when you were not as successful? • What was the difference between completing these tasks without a racquet and with a racquet?

LESSON 9

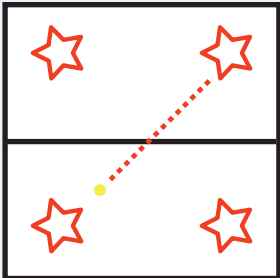


Lesson Name: Double Up	Unit Name & Lesson #: Lesson 9	Grade Level: 3 rd & 4 th Grade	Lesson Length: 30 minutes
<p>National Standards & Grade-Level Outcomes:</p> <p>Standard 1- S1.E13.3 (Underhand Throw)</p> <p>Standard 3- S3.E2.3 & S3.E2.4 (Engages in Physical Activity)</p> <p>Standard 4- S4.E1.3, S4.E1.4, S4.E2.3 (Personal Responsibility); S4.E3.3, S4.E3.4 (Accepting Feedback); S4.E3.3A, S4.E4.3b, S4.E4.4a, S4.E4.4b, S4.E6.3, S4.E6.4 (Working with Others)</p> <p>Standard 5- S5.E3.3 (Challenge)</p>	<p>Lesson Objective(s):</p> <p>Students will be able to effectively move and react relative to the timing of tossing and catching a ball in a game situation with a partner.</p> <p>The majority of students will score competent on the forehand assessment.</p>	<p>Equipment Needed:</p> <ul style="list-style-type: none">• One ball per four students.• Tape/lines.• Prior to the lesson, teacher tapes down lines.	<p>Fun Fact:</p> <p>The four biggest tennis tournaments in the world are called “Grand Slams”; the countries they’re played in are Australia, France, England and the United States.</p>
<p>Essential Question (related to objective):</p> <p>How are you able to move and react to catch a ball?</p>		<p>Safety Considerations:</p> <p>Remind students of personal space when moving with a racquet in their hand. Be sure that racquets are not on the ground when students are moving.</p>	

LESSON 9

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Instant Activity</p> <p>Triangle Tag</p>	5 min.	Students in groups of four in open space.	<ul style="list-style-type: none"> In groups, students select a tagger, an “It” person and two protectors. The “It” student and two protectors form a triangle with hands on shoulders, with the tagger on the outside of the triangle. The tagger tries to tag the “It” student, while the three students in a triangle move to keep the “It” student from being tagged. If the student is tagged, students can switch roles. Remind students not to grab clothing and only hold onto shoulders; do not link elbows. <p><i>Transition: Students form pairs. Students take a racquet and find a partner who had the same role in the last round of Triangle Tag (e.g., taggers would find another tagger for a partner). Once students find a partner, they find their own personal space.</i></p>	<p>Modifications:</p> <ul style="list-style-type: none"> Pause the activity if taggers are having trouble catching the “It” student, and have students switch roles.
<p>Learning Experience 1</p> <p>Partner Rallies Over a Line, and Forehand Assessment</p>	10 min.	Students in pairs in open space. Each pair has a ball and two racquets.	<p>(Note: If using this lesson for 3rd grade, use the term “striking” with students.)</p> <ul style="list-style-type: none"> To warm up for the assessment, partners work together with a line or jump rope between them to serve as an imaginary net. They tap and bounce the ball back and forth over the net using the forehand. To start the rally, have students start close, match up the racquet faces, and take two steps back. Forehand assessment: Have partner #1 toss the ball over the net to partner #2. Partner #2 will hit the ball using a forehand back to partner #1. Partner #1 will toss the ball to partner #2 five times, then switch roles. <p><i>Transition: Put students into groups of four by pairs finding another pair to work with. Each pair will keep one ball and the tallest student in the group will return the racquets.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> Aim, control, bounce, hit, short swing. <p>Modifications:</p> <ul style="list-style-type: none"> Allow multiple bounces or tap-ups of the ball as necessary. Specify dominant or non-dominant hand only. Alternate partners catching. Specify number of bounces. Utilize different ball sizes/types.

LESSON 9

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 2</p> <p>Doubles Tossing</p>	2 min.	Students in groups of four with one ball.	<ul style="list-style-type: none"> Groups create a activity area with a net (a flat line on the ground). In doubles pairs, players toss and catch without a racquet over the net. <p><i>No transition necessary.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> Aim, control, toss, bounce, catch. <p>Modifications:</p> <ul style="list-style-type: none"> Increase or decrease the distance of the partners. Students toss in the direction of their partners instead of in open space. Have students roll the ball. Allow for multiple bounces. <p>Checks for understanding:</p> <ul style="list-style-type: none"> Are students successfully tossing to an open space? Are students successfully moving to the ball and catching? Ask students what safety considerations may you need to consider when playing doubles with a racquet.
<p>Learning Experience 3</p> <p>Double Trouble</p>	10 min.	<p>Students in groups of four with one ball.</p> 	<ul style="list-style-type: none"> Teams take turns putting the ball into play (underhand toss). A rally begins with a student tossing the ball, landing over the net and into the other team's space. The other team must allow the ball to bounce before being caught, and then return with an underarm toss back across the net. Teams then play the point and play first to 10. <p><i>Transition: Students put the ball away and gather in the middle of the activity area..</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> Aim, control, toss, bounce, catch. <p>Modifications:</p> <ul style="list-style-type: none"> One hand or two-handed. Dominant or non-dominant hand only. Alternate partners catching. Partners instead of groups of four. Utilize different ball sizes/types. Allow multiple bounces. <p>Checks for understanding:</p> <ul style="list-style-type: none"> Based on where the students place the ball, are they moving each other in the activity area? Are they tossing to open space?
<p>Closure</p>	3 min.	Students gathered in the middle of the activity area.	<ul style="list-style-type: none"> Discuss the lesson's activities and key differences when playing doubles. Lead discussion so that students understand that playing doubles requires successful teamwork, communication and movement. 	<ul style="list-style-type: none"> How is working in groups of four different than working in partners? Where should you try to toss the ball when playing in a game situation? What happens when a ball bounces in the middle of two partners?

LESSON 10



Lesson Name: Four Square Festival	Unit Name & Lesson #: Lesson 10	Grade Level: 3rd & 4th Grade	Lesson Length: 30 minutes
<p>National Standards & Grade-Level Outcomes:</p> <p>Standard 1- S1.E24.3b, S1.E24.4a (Striking, Short Implement)</p> <p>Standard 2- S2.E3.3, S2.E3.4b (Speed, Direction, Force); S2.E5.5b (Strategies & Tactics)</p> <p>Standard 3- S3.E2.3 & S3.E2.4 (Engages in Physical Activity)</p> <p>Standard 4- S4.E1.3, S4.E1.4, S4.E2.3 (Personal Responsibility); S4.E3.3, S4.E3.4 (Accepting Feedback); S4.E3.3A, S4.E4.3b, S4.E4.4a, S4.E4.4b, S4.E6.3, S4.E6.4 (Working with Others)</p> <p>Standard 5- S5.E3.3 (Challenge)</p>	<p>Lesson Objective(s):</p> <p>Students will be able to effectively move and react relative to the timing of striking a ball in a game situation.</p>	<p>Equipment Needed:</p> <ul style="list-style-type: none">• Four racquets per four-square court.• One ball per four-square court.• Floor tape and court lines to designate four-square courts.	<p>Fun Fact:</p> <p>Both the male and female champions of the US Open, the largest tennis tournament in the world, win over \$3,000,000. What would you do with \$3,000,000?</p>
<p>Essential Question (related to objective):</p> <p>How are you able to effectively move and react to striking a ball in a game situation?</p>		<p>Safety Considerations:</p> <p>Remind students of personal space when moving with a racquet in their hand. Be sure that racquets are not on the ground when students are moving.</p>	

LESSON 10

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Instant Activity</p> <p>Rallying Practice</p>	5 min.	<p>Students in pairs with one ball and one racquet each. Have racquets and tennis balls easily accessible to students.</p>	<ul style="list-style-type: none"> As students enter the activity area, have them pick up a racquet, a ball and find a partner. Pairs will find a space in the activity area. Students will begin rallying back and forth allowing the ball to bounce before returning the ball to their partner. After one or two minutes, have students find a new partner. <p><i>Transition: Students get into groups of six with each student having a racquet and one ball per group.</i></p>	<p>Modifications:</p> <ul style="list-style-type: none"> Allow multiple bounces. Purposefully pair similarly skilled students. Students can define a net (line on the ground). Keep score of points.
<p>Learning Experience</p> <p>Key End Game: Four Square with a Racquet</p>	20 min.	<ul style="list-style-type: none"> A four-square court is created using jump ropes, floor tape, rubber lines, etc. Students are in groups of four to six and assigned to one four-square court. Courts should be evenly spread out throughout activity area. Designate one entry point. 	<ul style="list-style-type: none"> The ball is put in play amongst four players on the four-square court. The goal is to work up toward the top square following a clockwise rotation. If a player loses a point, they go to the lowest square, and the other players in the game advance one position closer to the top square. If there are more than four players, the student losing the point rotates off until they enter back in the game at the lowest square. <p><i>Transition: Teacher identifies a group to demonstrate. Students return equipment and gather around the demonstrating group.</i></p>	<p>Cues:</p> <ul style="list-style-type: none"> Aim, control, short swing. <p>Modifications:</p> <ul style="list-style-type: none"> Toss and catch to moderate success. Utilize different size/type of ball. Utilize open palm to moderate success. Cooperative format: After each point, regardless of who hit the ball out or missed the ball, each student rotates up a spot and a new student from “on deck” rotates into the game. <p>Check for understanding:</p> <ul style="list-style-type: none"> Students are successfully hitting the ball inside squares.
<p>Closure</p>	5 min.	<p>Find a four-square court experiencing success and bring other students to observe it.</p>	<ul style="list-style-type: none"> Point out and emphasize students’ use of space and strategy of striking to any square. 	<ul style="list-style-type: none"> What do you do when a ball bounces in your square? How did you determine where to send the ball? Explain how you struck the ball with the racquet.

ASSESSMENT

Level	Form and Accuracy
3 (Proficient)	Consistently uses a side orientation. Strikes the ball at least four or five times over the line in a manner so that their partner can catch it easily.
2 (Competent)	Usually uses a side orientation. Strikes the ball at least three or four times over the line in a manner so that their partner can catch it easily.
1 (Needs Improvement)	Sometimes uses a side orientation. Strikes the ball less than three times over the line in a manner so that their partner can catch it easily.





TOGETHER WE WILL

GROW THE GAME



© 2017 USTA / NetGeneration.com