

PHYSICAL EDUCATION TENNIS CURRICULA

STANDARDS-BASED, COMPREHENSIVE, TURNKEY LESSON PLANS

GRADES 1-2

USTA

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!



Fran Cleland
SHAPE America President

NET GENERATION™

PHYSICAL EDUCATION TENNIS CURRICULA

STANDARDS-BASED, COMPREHENSIVE, TURNKEY LESSON PLANS

GRADES 1-2

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OVERVIEW

IMPORTANT INFORMATION ON HOW TO USE THE LESSONS

Take a flexible view of the lessons

The SHAPE America National Standards and Grade Level Outcomes for K-12 Physical Education are designed to foster the maturing of fundamental motor skills and the developing understanding of movement concepts. Adjustments to the grade-level outcomes may be needed based on the students past 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. 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 1st-2nd 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 1st-2nd Grade and may enjoy trying activities from the 3rd-4th Grade stage.



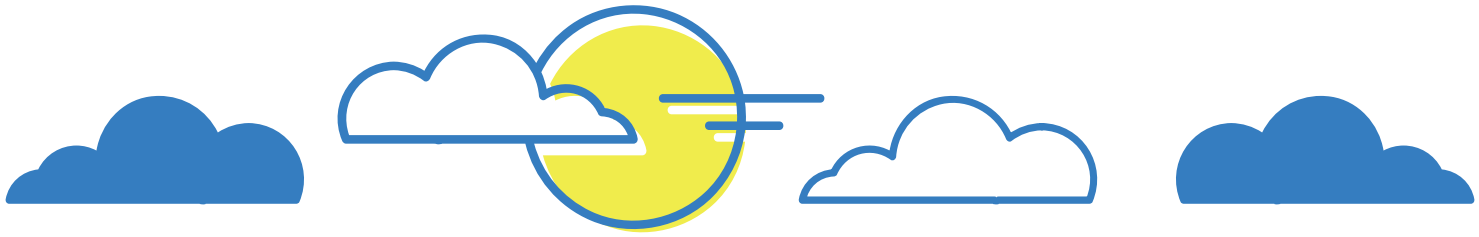
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OVERVIEW

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.

- Set up the activity area in advance.
- Minimize downtime between activities.
- 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.
- Utilize the following strategies for forming partners, two lines and small groups.
    - Partners
        - Students are directed to find a partner wearing the same color of clothing, birth month, etc.
        - 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.
    - Two lines
        - Back-to-back: Students are directed to get back-to-back with one partner. One partner sits down while the other remains standing. The students who are standing are directed to stand in a line, and then the students that were sitting down are directed to move into a line.
    - Small groups
        - Sound mixer: Students form groups corresponding to the number of times the teacher blows the whistle, claps, etc., then sit down to signify they have the correct number in their group. Students who do not have a group go to the middle of the activity area to form a group.



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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, changing the speed or way in which the student is moving, changing the distance between the student and the target, using different sized balls, and changing hands when rolling, throwing and catching a ball.

Checks for understanding

Throughout the lesson, students should 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 student 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 1st-2nd Grade also contains a formal assessment rubric to measure student competency of striking with a short implement as they relate to the appropriate grade-level outcomes. The rubric is located in the lesson where 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 outcome associated with competency of striking with a short implement at the 1st-grade level is: strikes a ball with a short-handled implement, sending it upward (S1.E24.1). The grade-level outcome associated with competency of striking with a short implement at the 2nd-grade level is: strikes an object upward with a short-handled implement, using consecutive hits (S1.E24.2).

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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 an understanding of the game of tennis. Scoring at this stage may be how many times you were able to consecutively tap the ball.

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 1st-2nd Grade, students apply knowledge of personal and general space while moving with a racquet. It is important for students to demonstrate an understanding of how to maximize their personal space and change direction, while being aware of other students in the activity area.



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

CURRICULUM BAND SUMMARY

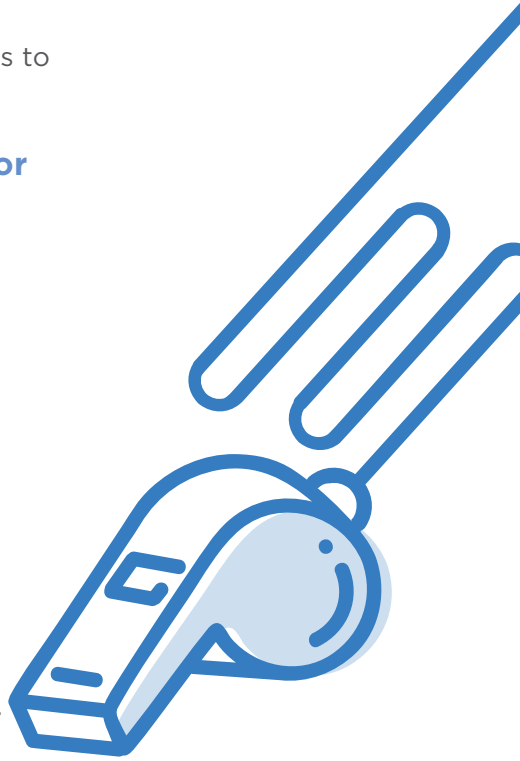
In the kindergarten lessons, students were introduced to fundamental movement concepts — personal space, pathways, levels, etc. They were also introduced to basic racquet handling. The 1st and 2nd Grade lessons begin with a review of the key learning outcomes from the kindergarten lessons and then expands on those basic skills to develop fundamental racquet skills while applying the movement concepts from the kindergarten lessons.

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

- Striking, Short Implement
  - o (S1.E24.1) Strikes a ball with a short-handled implement, sending it upward.
  - o (S1.E24.2) Strikes an object upward with a short-handled implement, using consecutive hits.

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

- Space
  - o (S2.E1.1) Moves in self-space and general space in response to designated beats/rhythms.
  - o (S2.E1.2) Combines locomotor skills in general space to a rhythm.
- Pathways, Shapes, Levels
  - o (S2.E2.1a) Travels demonstrating low, middle and high levels.
  - o (S2.E2.1b) Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).
  - o (S2.E2.2) Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.
- Speed, Direction, Force
  - o (S2.E3.1a) Differentiates between fast and slow speeds.
  - o (S2.E3.1b) Differentiates between strong and light force.
  - o (S2.E3.2) Varies time and force with gradual increases and decreases.



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

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.E2.1) Actively engages in physical education class.
  - o (S3.E2.2) Actively engages in physical education class in response to instruction and practice.

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

- Personal Responsibility
  - o (S4.E1.1) Accepts personal responsibility by using equipment and space appropriately.
  - o (S4.E1.2) Practices skills with minimal teacher prompting.
  - o (S4.E2.1) Follows the rules and parameters of the learning environment.
  - o (S4.E2.2) Accepts responsibility for class protocols with behavior and performance actions.
- Accepting Feedback
  - o (S4.E3.1) Responds appropriately to general feedback from the teacher.
  - o (S4.E3.2) Accepts specific corrective feedback from the teacher.
- Working with Others
  - o (S4.E4.1) Works independently with others in a variety of class environments (e.g., small and large groups).
  - o (S4.E4.2) Works independently with others in partner environments.
- Rules & Etiquette
  - o (S4.E5.1) Exhibits the established protocols for class activities.
  - o (S4.E5.2) Recognizes the role of rules and etiquette in teacher-designed physical activities.
- Safety
  - o (S4.E6.1) Follows teacher directions for safe participation and proper use of equipment without teacher reminders.
  - o (S4.E6.2a) Works independently and safely in physical education.
  - o (S4.E6.2b) Works safely with physical education equipment.

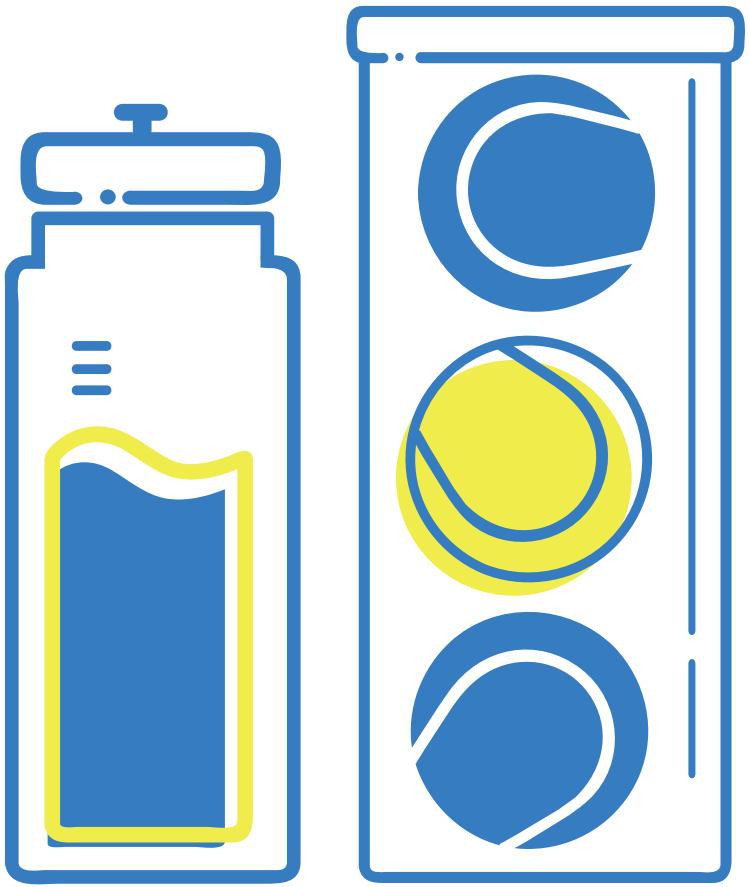
KEY	
Player	
Ball	
Racquet	
Hula Hoop	
Cone	
Polly Spot	

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

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

- Health
  - o (S5.E1.1) Identifies physical activity as a component of good health.
  - o (S5.E1.2) Recognizes the value of "good health balance."
- Challenge
  - o (S5.E2.1) Recognizes that challenge in physical activities can lead to success.
  - o (S5.E2.2) Compares physical activities that bring confidence and challenge.
- Self-Expression & Enjoyment
  - o (S5.E3.1a) Describes positive feelings that result from participating in physical activities.
  - o (S5.E3.1b) Discusses personal reasons for enjoying physical activities.
  - o (S5.E3.2) Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks in game environments).



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SKILLS SUMMARY

MOVEMENT SKILLS

LOCOMOTOR	Running, skipping, hopping, galloping and sliding.
STABILITY	Dynamic balance skills, maintaining balance while moving and changing direction.
MANIPULATIVE	Throwing underarm and overarm with one and two hands. Catching, fielding (trapping) and hitting/striking.

Fundamental motor skills are the locomotor, non-locomotor or stability, and manipulative skills that provide the foundation for the more complex and sport-specific movement patterns used in games and sports. (National Standards and Grade-Level Outcomes, pg. 116.)

Gallahue et al. (2012) identify the fundamental motor phase as occurring between ages five and seven. At this stage, learners explore and experiment with a range of movements in a variety of environmental contexts. (National Standards and Grade-Level Outcomes, pg. 5.)

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.

Equipment

Students use a range of balls of varying sizes, as well as foam and the red low-compression tennis ball, which is 25% compression. Foam paddles and small 19- or 21-inch tennis racquets are also used.

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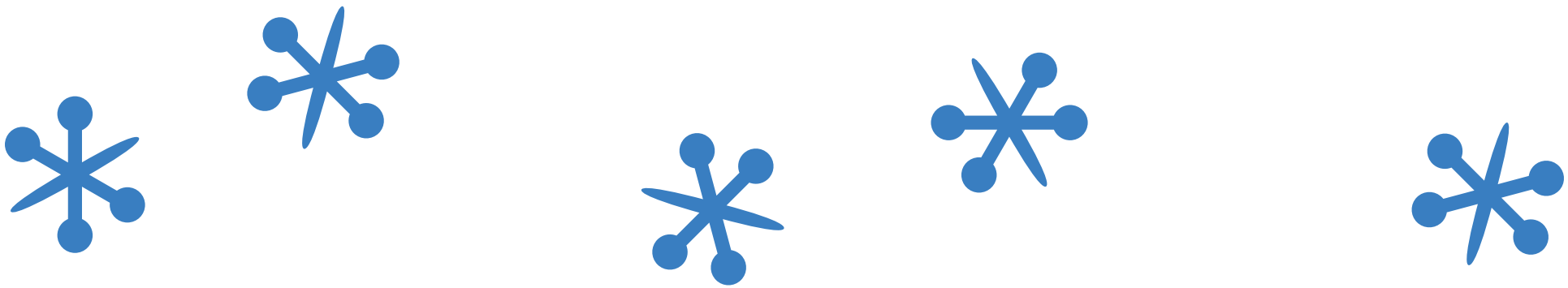
SKILLS SUMMARY

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 1st-2nd Grade.

On completion of the 1st-2nd Grade, the key end game is Jacks with Partner.

Jacks with Partner 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. Jacks with Partner will allow students to apply concepts of striking with appropriate direction and force while working with a partner.



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LESSON 1

Lesson Name: Mirror Twist clap	Unit Name & Lesson #: 1st and 2nd Grade Lesson 1	Grade Level: 1st & 2nd Grade	Lesson Length: 30 minutes

National Standards & Grade-level Outcomes:

Standard 1: S1.E24.1/2 (Striking, Short Implement)

Standard 2: S2.E1.1/2, (Space);
S2.E2.1a/1b/2 (Pathways, Shapes, Levels);
S2.E3.1a/1b/2 (Speed, Direction, Force)

Standard 3: S3.E2.1/2 (Engages in Physical Activity)

Standard 4: S4.E1.1/2 & S4.E2.1/2 (Personal Responsibility); S4.E3.1/2 (Accepting Feedback);
S4.E4.1/2 (Working with Others);
S4.E5.1/2 (Rules & Etiquette); S4.E6.1/2a/2b (Safety)

Standard 5: S5.E1.1/2 (Health); S5.E2.1/2 (Challenge);
S5.E3.1a/1b/2 (Self-Expression & Enjoyment)

Lesson Objective(s):

Students will be able to demonstrate how to properly handle a tennis racquet.

Equipment Needed:

- One racquet per student.
- One beanbag per student.

Fun Fact:

Tennis balls are brightly colored so that players can clearly see the ball.

Essential Question (related to objective):

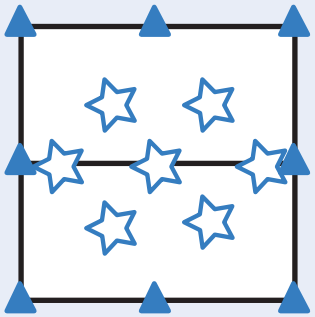
Do you understand why it is important to hold the racquet a certain way?

Safety Considerations:

Students will need to understand personal space in order to move freely through the activity area, as well as have an understanding of how to change direction safely. Make sure students are aware of the racquets in the activity area as they move from racquet to racquet.

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LESSON 1

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Instant Activity Blast-Off	5 min.	Teacher will mark out a space with cones to designate boundaries within the activity area. Teacher will make students aware of the boundaries. Students scatter throughout the activity area, maintaining their personal space. 	• The teacher begins a countdown for blast-off, starting from 10 and after one calls "blast-off." • Students scatter themselves in the designated area when blast-off is called. • After three seconds, the teacher calls "freeze" and all students stand still in a pose. • Teacher repeats this sequence. *Transition: Direct all students to get a racquet and find their own personal space in the activity area.*	**Modifications:** • Have students use a beanbag. • When the teacher calls "freeze," students freeze and balance a beanbag on a body part of their choice. • Ask students to make shapes with their bodies after blast-off. • Change the defined activity area making it bigger or smaller. • The blast-off then become hops, skips, gallops, slides or quick walking movements, not running.
Learning Experience 1 Meet My Racquet	5 min.	Students are spread throughout the activity area with one racquet per student.	Introduce the racquet. • 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). *Transition: Students find a partner with the same color shirt. Once students find a partner, they find their own personal space and ground their racquet*	**Cues:** • Hug, ground, personal space. **Modification:** • Perform activity without racquets and have students mimic the actions with their hands. **Checks for understanding:** • Are students maintaining personal space now that they have a racquet in hand? • Are students demonstrating the proper way to hug and ground the racquet?

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LESSON 1

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Learning Experience 2 Mirror Twist Clap	5 min.	• Students are spread throughout the activity area in partners. Students should "ground" the racquet for this activity. • Students stand facing each other, with right toes touching.	• In synchronized, mirror-like fashion, they twist their upper bodies away from each other while bringing their hands together and mimicking a right-handed swing. • After their hands "loop" up and behind them, they "clap" their right hands together in front of their bodies.	**Cues:** • Shoulder turn, loop and clap. **Modifications:** • Students clap hands waist-high only, knee-high only, eye-high only or a combination of all three. • Change the speed of the activity—faster or slower. • Mirror Twist Clap with non-dominant hands. **Checks for understandings:** • Are hands, hips and shoulders turning away from center (away from partner)? • Are hands, hips and shoulders returning to center (facing partner)?
Learning Experience 3 Simon Says	10 min.	• Students are spread throughout the activity area with one racquet per student. • Students start by standing beside the "grounded racquet."	• Review the importance of sliding. • Teacher has the students move through the activity area (from racquet to racquet) and uses the game of "Simon Says" to have students practice hugging and grounding the racquet. • Teacher instructs the students that when Simon says a locomotor movement, they are supposed to move to another racquet using that locomotor skill (make sure to use sliding as one of the movements). *Transition: Direct all students put their racquets away and move to the middle of the activity area.*	**Cues:** • Hug, ground, personal space. **Modification:** • Have students see who can ground the racquet by being the quietest. **Checks for understandings:** • Ask students to demonstrate sliding while moving with a racquet.
Closure	5 min.	• Students safely return the racquet and gather in front of the teacher.		• Have a student demonstrate "hugging the racquet." • Ask if someone can explain "grounding the racquet." • Why are "hugging" and "grounding" the racquet important?

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LESSON 2

Lesson Name: Roll and Splat	Unit Name & Lesson #: 1st and 2nd Grade Lesson 2	Grade Level: 1st & 2nd Grade	Lesson Length: 30 minutes

National Standards & Grade-level Outcomes:

Standard 1: S1.E24.1/2 (Striking, Short Implement)

Standard 2: S2.E1.1/2, (Space); S2.E2.1a/1b/2 (Pathways, Shapes, Levels); S2.E3.1a/1b/2 (Speed, Direction, Force)

Standard 3: S3.E2.1/2 (Engages in Physical Activity)

Standard 4: S4.E1.1/2 & S4.E2.1/2 (Personal Responsibility); S4.E3.1/2 (Accepting Feedback); S4.E4.1/2 (Working with Others); S4.E5.1/2 (Rules & Etiquette); S4.E6.1/2a/2b (Safety)

Standard 5: S5.E1.1/2 (Health); S5.E2.1/2 (Challenge); S5.E3.1a/1b/2 (Self-Expression & Enjoyment)

Lesson Objective(s):

Students will be able to use a racquet to roll a red ball around the activity area with control.

Equipment Needed:

- One racquet per student.
- One red ball per student.
- One target or poly-spot per student.

Fun Fact:

The first tennis balls were made of wool or hair and wrapped in leather.

Essential Question (related to objective):

How do you make the ball go where you want it to go?

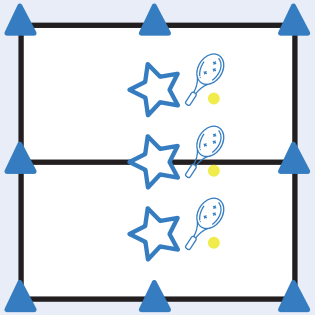
How do you keep the ball under control?

Safety Considerations:

Students must maintain personal space, change direction safely and practice racquet safety.

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LESSON 2

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Instant Activity In, Out, All About with Racquet and Ball	5 min.	• Teacher will mark out a space with cones to designate boundaries within the activity area. • Teacher will make students aware of the boundaries. • Every student has a racquet and a ball. • Ask students to stand fairly close together in the center of the activity area, hugging the racquet with the ball in their hand. 	• Teacher uses cues (in, out, all about) to direct students to move throughout the activity area. • When the teacher calls "in," the students move forward toward you while rolling the ball on the floor with the racquet. They travel until the teacher says "stop" and then gently splats the ball with the racquet. • When the teacher calls "out," the students move backward diagonally (in the direction you point—left or right) while rolling the ball with the racquet. They travel until the teacher says "stop" and then gently splat the ball with the racquet. • When the teacher calls "all about," students can move freely in the designated space while rolling the ball with the racquet. They travel until the teacher says "stop" and then gently splat the ball with the racquet. *Transition: Students find a partner with a birthday in the same month as theirs (or season, if necessary) and both partners stand approximately 10 feet away from a poly-spot.*	**Modifications:** • Ask students to point to the direction they are intending to move, prior to moving. • Students can vary the speed in which they travel—faster or slower. • Select students to serve as the leader and have them call out "in, out, all about."
Learning Experience 1 Walk the Dog Relay	10 min.	• Students are in partners, standing about 10 feet across from a poly-spot on the floor. • Both students have a ball and a racquet.	• One student uses their racquet to push their ball with control to the poly-spot. • Once at the spot, the student gently splats the ball—stopping it by covering it with the racquet strings. They resume pushing the ball with their racquet back to the starting point. • When the student returns to the starting point, the other student completes the same activity. *Transition: Spread the poly-spots randomly throughout the activity area. Each student stands on a spot holding their racquet and ball.*	**Cues:** • Control, push, eyes up. **Modifications:** • Decrease or increase the distance between the starting point and the poly-spot. • Use a larger or smaller ball. • Add obstacles in the path that require students to move around them. **Checks for understanding:** • Are students using control to guide the ball to the poly-spot? **Quick assessment:** • Are students keeping the ball close to the racquet? Are they splatting the ball correctly? Walk around to evaluate and provide positive and corrective feedback.

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LESSON 2

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Learning Experience 2 Walk the Dog Zig-Zag	10 min.	• Poly-spots are spread around the activity area. • Each student has a racquet and a ball and starts out standing on a spot.	• On the teacher's cue, the students use their racquet to roll their ball to an open (unoccupied) spot. • Once the student arrives at the spot, they splat the ball and continue on to the next open spot. Students move from spot to spot throughout the activity area. *Transition: Students safely return their racquet and ball, as well as the poly-spot to the designated area, and gather in front of the teacher.*	**Cues:** • Control, push, eyes up. **Modifications:** • Increase/decrease the amount of spots • Set a goal for the number of spots a student should reach within a certain period of time. • See how many spots a student can reach within a certain period of time. **Checks for understanding:** • Ensure students are only traveling to open spots. • Ensure students are maintaining control of their ball.
Closure	5 min.	• Students safely put away equipment and gather in front of teacher.		• Ask for a student to demonstrate pushing and splatting the ball. • Ask for a student to explain how these skills will help them become a better tennis player.

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LESSON 3

Lesson Name: Target Roll	Unit Name & Lesson #: 1st and 2nd Grade Lesson 3	Grade Level: 1st & 2nd Grade	Lesson Length: 30 minutes

National Standards & Grade-level Outcomes:

Standard 1: S1.E24.1/2 (Striking, Short Implement)

Standard 2: S2.E1.1/2, (Space); S2.E2.1a/1b/2 (Pathways, Shapes, Levels); S2.E3.1a/1b/2 (Speed, Direction, Force)

Standard 3: S3.E2.1/2 (Engages in Physical Activity)

Standard 4: S4.E1.1/2 & S4.E2.1/2 (Personal Responsibility); S4.E3.1/2 (Accepting Feedback); S4.E4.1/2 (Working with Others); S4.E5.1/2 (Rules & Etiquette); S4.E6.1/2a/2b (Safety)

Standard 5: S5.E1.1/2 (Health); S5.E2.1/2 (Challenge); S5.E3.1a/1b/2 (Self-Expression & Enjoyment)

Lesson Objective(s):

Students will be able to understand how to propel a ball accurately toward a target.

Equipment Needed:

- One cone per student.
- One red ball per student.
- One hula hoop per three students.

Fun Fact:

Tennis can be played indoors or outdoors—even on grass!

Essential Question (related to objective):

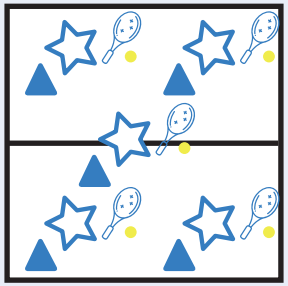
What actions did you take to get the ball in the hula hoop?

Safety Considerations:

- Make sure there is enough space between pairs and groups throughout the activity area.
- Encourage students not to run after stray balls that would have them running through others play space.

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LESSON 3

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Instant Activity Walk the Dog	5 min.	• Cones are set up randomly throughout the activity area. • Once students have a ball and a racquet, they stand next to one of the cones. (There should only be one student standing at each cone.) 	• Using the cone as their "home," students start pushing their ball with their racquet in the activity area. • The ball should always be touching the racquet. • When the teacher says, "home," the student continues to push the ball with their racquet while returning to their cone.	• Students can keep track of the number of times their ball lost contact with their racquet.
Learning Experience 1 Bullseye Relay	10 min.	• Students work in pairs; each pair has a hula hoop and a ball. • Students put their hula hoop on the floor and stand approximately three feet away from it. • They should be spread throughout the activity area so they can complete the activity without interfering with the other pairs.	• Students take turns rolling the ball with their dominant hand toward the target. The goal is to make the ball enter and stop in the hula hoop. *Transition: Students need to transition from pairs into groups of three. Teacher will use a signal (clap, whistle or another sound) to indicate groups of three. Students will join together with other students nearby.*	**Cues:** • Roll with control. **Modifications:** • Increase or decrease the distance from the target. • Use smaller/larger balls. • Use smaller/larger targets. • Students use their non-dominate hand to roll the ball. **Checks for understanding:** • Discuss the appropriate amount of force necessary to roll the ball so that it will stop in the hula hoop. • Ask the students what happens when they increase or decrease the force used to roll the ball.

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LESSON 3

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Learning Experience 2 Bullseye Relay Triples	10 min.	• Move the hula hoops further away from the "starting lines" so there are approximately six feet between each hula hoop and starting line. One student keeps the ball while standing at the starting line. One student stands behind the student with the ball and the other student stands on the other side of the hula hoop.	• Student #1 (with the ball) rolls the ball trying to get it to stop in the hula hoop. Student #1 follows the ball after they roll it. Student #3 (the student behind the hula hoop) traps the ball with their hands and runs it back to the starting line to hand it off to student #2. • Students continue to roll, trap and move for the duration of the activity.	**Cues:** • Control, track and trap. **Modifications:** • Increase/decrease the distance between the starting line and the hula hoop. • Increase/decrease the size of the hula hoop. • Use non-dominant hand to roll the ball. **Checks for understanding:** • Are the groups maintaining control of the ball? • Are students switching roles appropriately? **Quick assessment:** • Ask students how many times their group can make the ball stop in the hula hoop in three minutes.
Closure	5 min.	• Students safely put away equipment (balls, hula hoops) and gather in front of the teacher.		• Ask students how they were able to successfully roll the ball toward the target. • What was the most challenging aspect of rolling the ball to the hula hoop and having it stop?

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LESSON 4

Lesson Name: Rolling Rally	Unit Name & Lesson #: 1st and 2nd Grade Lesson 4	Grade Level: 1st & 2nd Grade	Lesson Length: 30 minutes

National Standards & Grade-Level Outcomes:

Standard 1: S1.E24.1/2 (Striking, Short Implement)

Standard 2: S2.E1.1/2, (Space); S2.E2.1a/1b/2 (Pathways, Shapes, Levels); S2.E3.1a/1b/2 (Speed, Direction, Force)

Standard 3: S3.E2.1/2 (Engages in Physical Activity)

Standard 4: S4.E1.1/2 & S4.E2.1/2 (Personal Responsibility); S4.E3.1/2 (Accepting Feedback); S4.E4.1/2 (Working with Others); S4.E5.1/2 (Rules & Etiquette); S4.E6.1/2a/2b (Safety)

Standard 5: S5.E1.1/2 (Health); S5.E2.1/2 (Challenge); S5.E3.1a/1b/2 (Self-Expression & Enjoyment)

Lesson Objective(s):

Students will be able to roll and trap a ball with a racquet in a cooperative rally with a partner.

Equipment Needed:

- One racquet per student.
- One red ball per student pair.
- Tape, chalk or jump rope for "line."

Fun Fact:

Tennis was first played by hitting the ball with the palm of your hand.

Essential Question (related to objective):

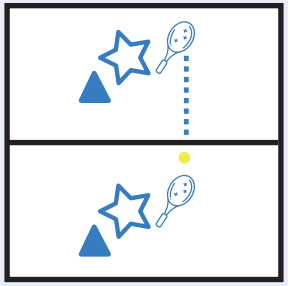
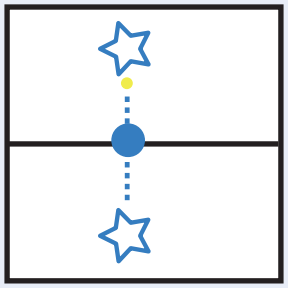
How did you and your partner work together to keep the rally going?

Safety Considerations:

- Make sure that there is enough space between pairs and groups throughout the activity area.
- Encourage students not to run after stray balls; that would have them running through others' play space.

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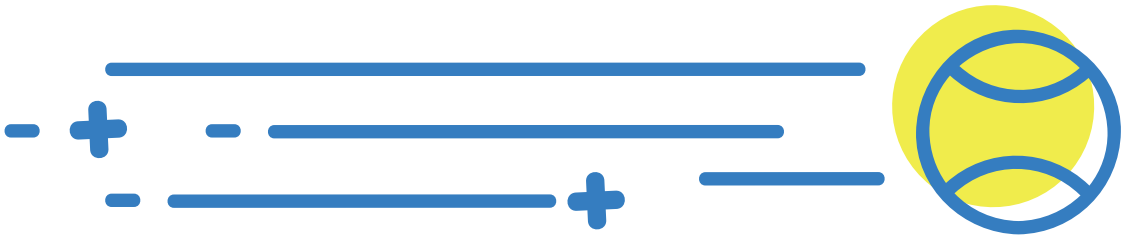
LESSON 4

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Learning Experience 1 Roll and Splat	5 min.	• Students stand approximately 10 feet apart from each other, maintaining their personal space in the activity area. 	*Transition: Students find a partner using the toe-to-toe method.* • Each pair retrieves two racquets, one ball and finds personal space within the activity area. • Each student rolls their ball across the floor to their partner using their racquet. • The receiving partner "catches" the ball by splatting it with their racquet and then returns it to their partner. *Transition: Each pair of students combines with another pair of students. Each student keeps their racquet, but they only keep one ball. The remaining ball should be put away.*	**Modifications:** • Students can increase/decrease the speed at which the ball is traveling. • Students can roll the ball holding the racquet with their non-dominant hand.
Learning Experience 2 Bullseye Fly-bys	12 min.	• Each set of partners stands approximately 10 feet apart from the other set of partners. • A poly-spot is on the floor in the middle their designated activity area. 	• Students alternate rolling the ball from one side to the other, attempting to roll the ball over the poly-spot. *Transition: Students select a new partner from their group of four (someone other than their partner for the Instant Activity). Each pair of students needs one ball, so some pairs will have to retrieve a ball from the storage bin.*	**Cues:** • Aim for target, roll with control. **Modifications:** • Students can set a team goal for the number of times they want to roll the ball over the poly-spot in a specified period of time. • Students can use their non-dominant hand. • The size of the ball in each "game" can be smaller/larger. **Checks for understanding:** • Are students rolling with control? • Are students successful with rolling the ball over the target? **Quick assessment:** • How many times can your team roll the ball over the poly-spot in two minutes?

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LESSON 4

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Learning Experience 3 Roll and Splat (without a target)	8 min.	• Students return to working in pairs approximately 10 feet across from each other. • Students are organized evenly throughout the activity area. • Students change partners after four minutes.	• Students are to define an area around them as a boundary so that they know what is "in" and "out." • Students will push the ball with the racquet to their partner. Their partner will trap the ball by splatting it with the racquet. The pairs will attempt to complete as many consecutive rolling rallies as possible. • Each student should reposition their feet to the center of their space following each return of the ball. *Transition: Students safely return their equipment and gather in front of the teacher. Teacher keeps two racquets and one ball for a demonstration.*	**Cues:** • Push and splat. **Modifications:** • Use non-dominant hands to roll and splat. • Students can set a team goal for the number of consecutive rolling rallies. • Increase/decrease the size of the ball. **Checks for understanding:** • Are students rolling with control in the direction of their partner? • Are students receiving the ball from their partner with a splat? **Quick assessment:** • How many time can your team roll the ball over the poly-spot in two minutes?
Closure	5 min.	• Students safely return ball and racquet. • Students gather in front of the teacher.		• Discuss how students were able to keep rolling the ball back and forth without the ball getting "off course." • Ask two students to demonstrate rolling the ball back and forth maintaining control of the ball.





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LESSON 5

Lesson Name: Ball Balance	Unit Name & Lesson #: 1st and 2nd Grade Lesson 5	Grade Level: 1st & 2nd Grade	Lesson Length: 30 minutes

National Standards & Grade-level Outcomes:

Standard 1: S1.E24.1/2 (Striking, Short Implement)

Standard 2: S2.E1.1/2, (Space); S2.E2.1a/1b/2 (Pathways, Shapes, Levels); S2.E3.1a/1b/2 (Speed, Direction, Force)

Standard 3: S3.E2.1/2 (Engages in Physical Activity)

Standard 4: S4.E1.1/2 & S4.E2.1/2 (Personal Responsibility); S4.E3.1/2 (Accepting Feedback); S4.E4.1/2 (Working with Others); S4.E5.1/2 (Rules & Etiquette); S4.E6.1/2a/2b (Safety)

Standard 5: S5.E1.1/2 (Health); S5.E2.1/2 (Challenge); S5.E3.1a/1b/2 (Self-Expression & Enjoyment)

Lesson Objective(s):

Students will be able to balance a ball/object on the racquet while moving.

Equipment Needed:

- One racquet per student.
- One red ball per student.

Fun Fact:

The longest tennis match was played for 11 hours and 5 minutes.

Essential Question (related to objective):

How were you able to move and balance a ball/object on the strings of your racquet?

Safety Considerations:

Students must maintain personal space, change direction safely and practice racquet safety.

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LESSON 5

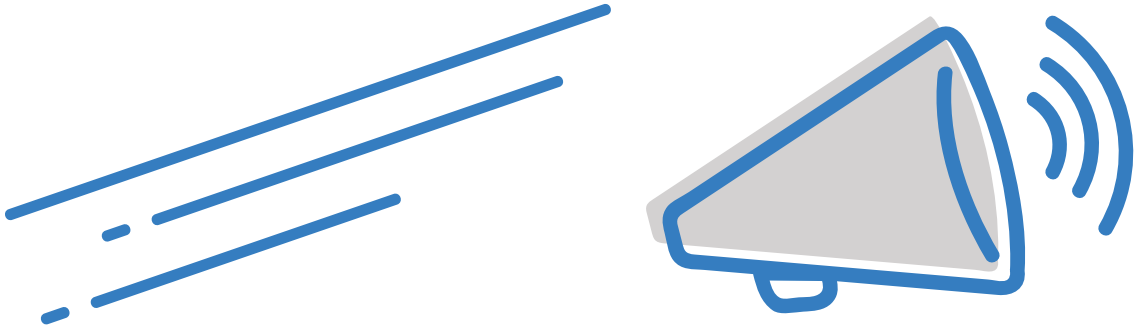
Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Instant Activity Walk the Dog (with obstacles)	5 min.	• Each student retrieves a ball and a racquet and scatters in personal space throughout the activity area. • Various types of equipment (hula hoops, jump ropes, beanbags, etc.) are scattered throughout the play space.	• Each student rolls their ball across the floor maintaining contact between the racquet and the ball while avoiding the obstacles on the floor of the play space and other students. *Transition: Students leave their racquet on the floor with the ball trapped underneath while picking up and putting away the rest of the equipment scattered on the floor. Once the equipment is put away, students return to their racquet/ball and find their personal space.*	**Modifications:** • Students can keep track of the number of times their ball lost contact with their racquet. • Students can increase/decrease the speed in which they are traveling. • Students can roll the ball holding the racquet with their non-dominant hand.

Learning Experience 1 Meet My Racquet	12 min.	• Each student has a ball and racquet while standing in personal space scattered throughout the activity area.	• While holding racquet with their dominant hand (palm facing up) with the face parallel to the floor, place the ball on the racquet face and attempt to roll it around the edge of the racquet without letting it fall off.
			• Flip the racquet over (palm is facing down) and repeat.
			• Balance the ball on the racquet with palm facing up and balance the ball while doing the following:
			  • Touch the floor with your other hand.
			  • Move to knees and then stand back up on feet.
			  • Sit down and then stand back up on feet.
			  • Walk (or any other locomotor movement).
			• Flip the racquet over (palm down) and balance the ball while doing the following:
			  • Pat your knees with other hand.
			  • Walk, do a full turn, and continue walking.
			  • Walk five steps forward and five steps backward.
			  • Sit down and stand back up on feet.
			  • Move racquet up as high as you can and then lower it to just above the floor.
			
			Transition: Students find a partner who has a like letter in their first name (e.g., two students who have a "T" in their first name). Each partner keeps their racquet, but returns one ball to the storage bin.
				Cues:
				• Push and splat.
				
				Modifications:
				• Use a beanbag, yarn ball, or Koosh ball instead of a tennis ball (to help students balance).
				• Use different sizes of balls.
				• Use non-dominant hand.
				
				Checks for understanding:
				• Are students balancing the object without it falling off of the racquets?
				• Are racquet faces parallel to the floor or level so that the object stays on the strings?

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LESSON 5

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Learning Experience 2 Mirror	8 min.	• Partners stand in a single-file line in personal space. • Each partner has a racquet. • The person in the front balances the ball on their racquet face.	• The pair of students travels throughout the activity area with the leader balancing the ball on their racquet face. • On the teacher's cue, the students stop. The person with the ball transfers the ball to their partner by gently rolling it onto the partner's racquet face. The new partner with the ball becomes the leader. • Repeat and find a new partner. *Transition: Students leave their racquet on the floor with the ball trapped underneath while picking up and putting away the rest of the equipment scattered on the floor. Once the equipment is put away, students return to their racquet/ball and find their personal space.*	**Cues:** • Eyes up, level racquet. **Modifications:** • Hold racquet and balance ball at various levels (high, medium and low). • Vary walking speeds. **Checks for understanding:** • Are students balancing the object without it falling off of the racquets? • Are racquet faces parallel to the floor or level so that the object stays on the strings? • Are students successful with balancing the object on the strings as the walking speeds change? **Quick assessment:** • Can you walk while keeping the ball balanced on your racquet for one minute?
Closure	5 min.	• Students safely return ball and racquet. • Students gather in front of the teacher.		• Ask students what they needed to do to keep the ball balanced on the racquet. Did they have to do anything differently to keep it balanced when they started walking or as the walking speeds changed? • Ask a student to demonstrate walking while maintaining a ball balanced on their racquet face.



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LESSON 6

Lesson Name: Popcorn	Unit Name & Lesson #: 1st and 2nd Grade Lesson 6	Grade Level: 1st & 2nd Grade	Lesson Length: 30 minutes

National Standards & Grade-Level Outcomes:

Standard 1: S1.E24.1/2 (Striking, Short Implement)

Standard 2: S2.E1.1/2, (Space); S2.E2.1a/1b/2 (Pathways, Shapes, Levels); S2.E3.1a/1b/2 (Speed, Direction, Force)

Standard 3: S3.E2.1/2 (Engages in Physical Activity)

Standard 4: S4.E1.1/2 & S4.E2.1/2 (Personal Responsibility); S4.E3.1/2 (Accepting Feedback); S4.E4.1/2 (Working with Others); S4.E5.1/2 (Rules & Etiquette); S4.E6.1/2a/2b (Safety)

Standard 5: S5.E1.1/2 (Health); S5.E2.1/2 (Challenge); S5.E3.1a/1b/2 (Self-Expression & Enjoyment)

Lesson Objective(s):

Students will be able to bounce and catch in a controlled manner.

Equipment Needed:

- One red ball, yarn ball, beanbag or Koosh ball per student.

Fun Fact:

Women used to wear full-length dresses while playing in the Wimbledon championships.

Essential Question (related to objective):

What do you need to do to bounce and catch the ball successfully?

Safety Considerations:

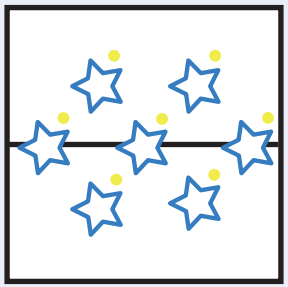
Students must maintain personal space, change direction safely and practice racquet safety.

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LESSON 6

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications

Instant Activity
 	
Get There
	5 min.	• Students are to stand in a line side-by-side. Leaving space to move.
		• Teacher directs student movements throughout the space.
			Remind students to avoid collisions with others by maintaining their personal space and respecting the personal space of others.
			• Teacher instructs students:
			  • Walk toward an area and walk back.
			  • Jog toward an area and jog back.
			  • Tippy-toe toward an area and jog back.
			  • Take giant strides toward an area and stride back.
			  • Take tiny shuffles toward an area and stride back.
			  • Hop on one foot toward an area and back on the other foot.
			  • Soar like an eagle toward an area and soar back.
			  • Flap like a hummingbird toward an area and back.
			
			Transition: Direct each student to get a ball and find their own personal space in the activity area.	

Learning Experience 1
 	
Catch Tennis
	10 min.	• Students are in personal space scattered throughout the activity area.
		• Students must maintain personal space and not chase their ball into the personal space of others.
		
			• Instruct students to drop ball, letting it bounce one time, and then catching it with two hands.
			  • Once students can catch the ball most of the time with two hands, instruct them to catch the ball with their dominant hand only and then try catching with the non-dominant hand.
			
			Transition: Students find a partner using the "toe-to-toe" method. Each pair should keep one ball and put the other ball away. Each pair should find their personal space within the activity area.
			
			• Repeat the activity above except that partner #1 will drop the ball. Partner #2 will let the ball bounce one time and then catch it with both hands.
			  • Alternate roles with each turn.
			  • Once students can catch with two hands, catch the ball with the dominant hand, and then catch the ball with the non-dominant hand.
			
			Transition: Students are now going to work independently so partner groups can separate. Each student needs a ball, those that don't have one will need to retrieve one.
				Cues:
				• Toss, bounce, catch.
				
				Modifications:
				• Use larger ball that will bounce more slowly and is easier to catch.
				• Add more "tricks" between dropping the ball and catching it (e.g., drop the ball, spin around one time, and then catch the ball).
				• Add a target.
				
				Checks for understanding:
				• Are students successfully dropping and catching?
				
				Quick assessment:
				• How many times can they successfully drop, bounce and catch with their partner?

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LESSON 6

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Learning Experience 2 Clap Catch	10 min.	• Students are scattered throughout the activity area. Each student has a ball.	• Students will toss the ball in the air (to a height just above their head) and catch it using both hands. • Once students are comfortable with this activity, add a clap. Students will toss the ball in the air, clap their hands one time, and then catch it. • Once students can complete five toss-clap-catch sequences in a row, instruct them to clap two times before catching the ball.	**Cues:** • Toss-clap-catch, eyes up. **Modifications:** • Use hula hoops to remind students of their boundaries. • Allow students to use a larger ball that is easier to track and catch. • Increase the number of claps between the toss and the catch or add movement between the toss and catch (e.g., spin around one time). **Checks for understanding:** • Are students staying in their personal space? • Are students successfully tossing, clapping and catching?
Closure	5 min.	• Students safely return ball. • Students gather in front of the teacher.		• Ask several students to demonstrate tossing, clapping and catching. • Ask students what helped them be successful at tossing, clapping and catching. Look for responses such as good toss, timing of catch and controlled claps, tracking, and keeping your eye on the ball.

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LESSON 7

Lesson Name: Tap-Downs	Unit Name & Lesson #: 1st and 2nd Grade Lesson 7	Grade Level: 1st & 2nd Grade	Lesson Length: 30 minutes

National Standards & Grade-Level Outcomes:

Standard 1: S1.E24.1/2 (Striking, Short Implement)

Standard 2: S2.E1.1/2, (Space);
S2.E2.1a/1b/2 (Pathways, Shapes, Levels);
S2.E3.1a/1b/2 (Speed, Direction, Force)

Standard 3: S3.E2.1/2 (Engages in Physical Activity)

Standard 4: S4.E1.1/2 & S4.E2.1/2 (Personal Responsibility); S4.E3.1/2 (Accepting Feedback);
S4.E4.1/2 (Working with Others);
S4.E5.1/2 (Rules & Etiquette); S4.E6.1/2a/2b (Safety)

Standard 5: S5.E1.1/2 (Health); S5.E2.1/2 (Challenge);
S5.E3.1a/1b/2 (Self-Expression & Enjoyment)

Lesson Objective(s):

Students will be able to tap the ball down, waist-high using a racquet while maintaining control.

Equipment Needed:

- One racquet for each student.
- One red ball for each student.

Fun Fact:

The shortest tennis match lasted for 20 minutes.

Essential Question (related to objective):

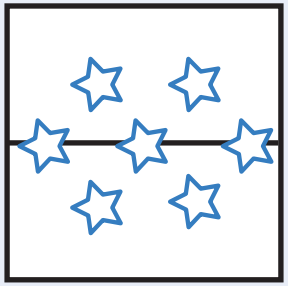
How were you able to tap-down the ball using the racquet while maintaining control? If you could not maintain control, what do you think would help you maintain control?

Safety Considerations:

Students must maintain personal space, change direction safely and practice racquet safety.

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LESSON 7

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Instant Activity Eagles	5 min.	• Students scatter throughout the activity area while maintaining personal space. 	• Students put their arms out and "fly" like eagles throughout the play space. • Students must be careful not to collide (or touch) other eagles by maintaining their personal space. • When the teacher says "land," students gently lay down on their stomachs on the floor, like a plane at rest. • When the teacher says "take off," students jump up and resume "flying" throughout the activity area. *Transition: Students will each retrieve a ball and racquet and find their personal space scattered throughout the general space.*	**Modifications:** • Vary the ways in which students move throughout the play space (e.g., hopping, skipping, galloping). • Vary the speed at which students move throughout the play space–(slow, medium, fast). • Give the option for students to kneel instead of lay down flat.
Learning Experience 1 Tap-Downs	8 min.	• Students are in personal space scattered throughout the activity area.	Teaching components: • 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. While holding the racquet in the dominant hand and the ball in the non-dominant hand at waist level, students will drop the ball, let it bounce one time, tap it down with the racquet, and then trap it gently on the racquet. Remind students to stay in personal space and to avoid running through other student's space.	**Cues:** • Bounce, tap, trap. **Modifications:** • If students are having difficulty, they can choke up on the racquet. • Have students trap the ball to help maintain control. • As skill and confidence increase, instruct students to increase the number of tap-downs before trapping (e.g., two times, three times). • Challenge: have students tap the ball down using the edge of the racquet ("edgies"). **Checks for understanding:** • Are students tapping the ball down while holding the racquet waist-high with the palm down? **Quick assessment:** • Walk around the activity area to ensure that students are able to tap the ball down at least two times while maintaining their personal space. Provide positive and corrective feedback as appropriate. **See formal assessment** • Student competency of tap-downs should be assessed in Lesson 9. The 3 pt. rubric on page 42 can be used to complete a pre- and post- formal assessment.

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LESSON 7

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Learning Experience 2 Tap-Downs on the Move	12 min.	• Students are in personal space scattered throughout the activity area.	• Students will drop the ball with the non-dominant hand and tap it down while traveling forward. • Students will only move forward while they are tapping the ball down. They should stand still when they are dropping the ball or trapping it. • Remind students to stay in personal space and to avoid running through other students' space. *Transition: Students safely, return their ball and racquet and gather in front of the teacher.*	**Cues:** • Bounce, tap, trap. **Modifications:** • If students are having difficulty, they can choke up on the racquet. • Have students trap the ball to help maintain control—use larger ball. • Students can stand still in personal space and tap-down. **Checks for understanding:** • Are students tapping the ball down while holding the racquet waist high with the palm down? • Are students successfully tapping the ball down while moving? **Quick assessment:** • Can you walk while tapping the ball down for one minute?
Closure		• Students safely return ball and racquet. • Students gather in front of the teacher.		• What skill are tap-downs similar to? • How are tap-downs similar to dribbling? • How are tap-downs different from dribbling? • Ask two or three students to demonstrate.



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LESSON 8

Lesson Name: Tap-Ups	Unit Name & Lesson #: 1st and 2nd Grade Lesson 8	Grade Level: 1st & 2nd Grade	Lesson Length: 30 minutes

National Standards & Grade-level Outcomes:

Standard 1: S1.E24.1/2 (Striking, Short Implement)

Standard 2: S2.E1.1/2, (Space); S2.E2.1a/1b/2 (Pathways, Shapes, Levels); S2.E3.1a/1b/2 (Speed, Direction, Force)

Standard 3: S3.E2.1/2 (Engages in Physical Activity)

Standard 4: S4.E1.1/2 & S4.E2.1/2 (Personal Responsibility); S4.E3.1/2 (Accepting Feedback); S4.E4.1/2 (Working with Others); S4.E5.1/2 (Rules & Etiquette); S4.E6.1/2a/2b (Safety)

Standard 5: S5.E1.1/2 (Health); S5.E2.1/2 (Challenge); S5.E3.1a/1b/2 (Self-Expression & Enjoyment)

Lesson Objective(s):

Students will be able tap the ball up using a racquet in a controlled manner.

Equipment Needed:

- One racquet per student.
- One red ball per student.
- One cone per pair.

Fun Fact:

The youngest player to ever win a Grand Slam tennis tournament was Martina Hingis at 16.

Essential Question (related to objective):

How were you able to tap the ball up with the racquet while maintaining control?

Safety Considerations:

Students must maintain personal space, change direction safely and practice racquet safety.

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LESSON 8

Activity	Time	Organization	Skill & Activity Progressions	Checks For Understanding & Modifications

Instant Activity
 	
Tap-Downs
	5 min.	• Students scatter throughout the activity area.
		• Each student has a racquet and a ball.
			• Students hold racquet with dominant hand and ball in non-dominant hand—both at waist level.
			• Review and practice tap-downs
			  • Bounce, tap-down, trap.
			  • Bounce, tap-down, tap-down, trap.
			  • Tap-down using edge of racquet (“edgies”).
			  • Travel while tapping the ball down.
			
			Ensure students maintain personal space. If the ball gets outs of control, students should stop the ball by trapping it.	

Learning Experience 1
 	
Tap-Ups
	5 min.	• Students remain scattered throughout the activity area.
		• Each student has a racquet and a ball.
			Teaching components:
			  • 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.
			• Students hold racquet in dominant hand and ball in non-dominant hand.
			• Students drop the ball, let it bounce one time, and then “catch” it on top of the racquet strings.
			• Students drop the ball, move the racquet underneath the ball, tap it up in the air, and then catch it with their non-dominant hand.
			• Challenge students to repeat the sequence—bounce, tap-up, bounce, tap-up, etc.
				Cues:
				• Palm up, tap-up eye-high, bounce, catch.
				
				Modifications:
				• Use a larger ball (e.g., beach ball).
				• Use a target on the floor.
				• Students may use non-dominant hand for assistance, if necessary.
				
				Checks for understanding:
				• Are students staying in personal space while tapping up?
				• Are students successfully tapping up and catching the ball?
				
				Quick assessment:
				• Ensure that all students can tap the ball up at least two consecutive times. Provide positive and corrective feedback as appropriate.

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LESSON 8

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Learning Experience 2 Self-Rallies	10 min.	• Students remain scattered throughout the activity area. • Each student has a racquet and a ball.	• Students try to tap the ball up repeatedly before letting it bounce. • Try the following sequence: bounce, tap-up, tap-up, tap-up, bounce, catch on racquet. • Students will self-rally by alternating tapping the ball up in the air with the racquet and then letting it bounce off the ground. • Challenge students to self-rally as long as possible without losing control of the ball.	**Cues:** • Bounce, tap-up eye-high, catch. **Modifications:** • Have students create patterns to complete. • Use a larger ball or one that responds more slowly. **Checks for understanding:** • Are students experiencing success with self-rallying? **Quick assessment:** • How many times can students tap the ball up before catching it in 30 seconds?
Closure	5 min.	• Students safely return ball and racquet. • Students gather in front of the teacher.		• Ask students how many times they were able to tap the ball up in a row? • Ask students how they maintained control of the ball when preforming the tap-ups?

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LESSON 9

Lesson Name: Tap-ups with Bounces Self-Rallies	Unit Name & Lesson #: 1st and 2nd Grade Lesson 9	Grade Level: 1st & 2nd Grade	Lesson Length: 30 minutes

National Standards & Grade-level Outcomes:

Standard 1: S1.E24.1/2 (Striking, Short Implement)

Standard 2: S2.E1.1/2, (Space);
S2.E2.1a/1b/2 (Pathways, Shapes, Levels);
S2.E3.1a/1b/2 (Speed, Direction, Force)

Standard 3: S3.E2.1/2 (Engages in Physical Activity)

Standard 4: S4.E1.1/2 & S4.E2.1/2 (Personal Responsibility); S4.E3.1/2 (Accepting Feedback);
S4.E4.1/2 (Working with Others);
S4.E5.1/2 (Rules & Etiquette); S4.E6.1/2a/2b (Safety)

Standard 5: S5.E1.1/2 (Health); S5.E2.1/2 (Challenge);
S5.E3.1a/1b/2 (Self-Expression & Enjoyment)

Lesson Objective(s):

Students will be able to tap the ball in a predetermined direction with a racquet.

Equipment Needed:

- One racquet per student.
- One red ball per student.

Fun Fact:

Sam Groth was recorded to have the fastest serve at 163.7 mph.

Essential Question (related to objective):

How were you able to tap the ball up with the racquet while maintaining control?

Safety Considerations:

Students must maintain personal space, change direction safely and practice racquet safety.

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LESSON 9

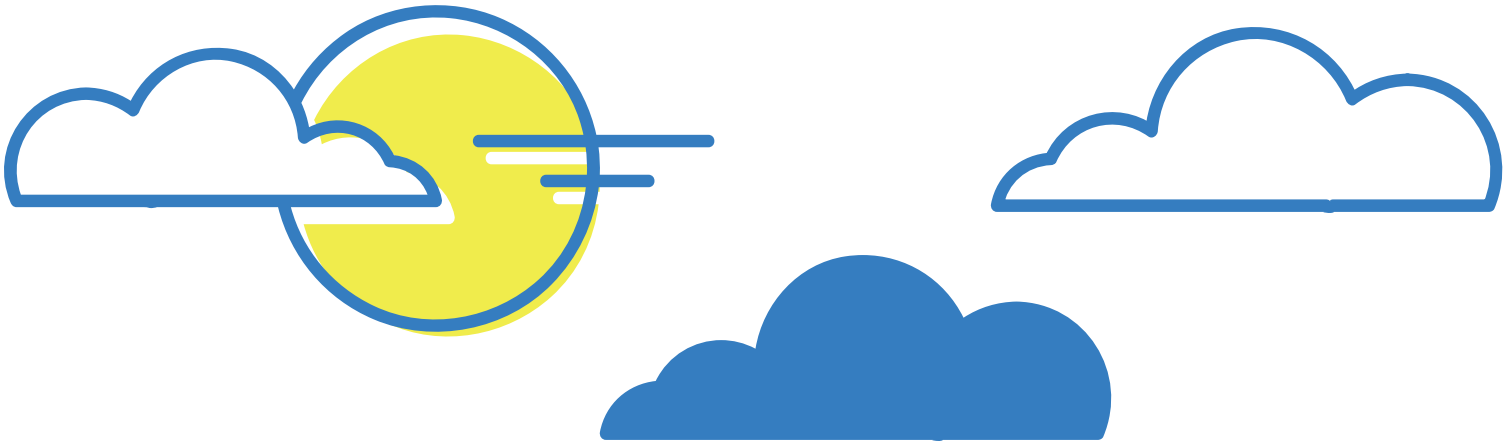
Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Instant Activity Peaks & Valleys	5 min.	• Teacher scatters cones randomly throughout the activity area. • Students scatter throughout the activity area, maintaining their personal space.	• Teacher instructs students to travel through the activity area by sliding. They may slide in either direction (right or left). • Remind students to avoid collisions with others by maintaining their personal space and respecting the personal space of others. • Teacher assigns half of the class to knock down the cones and half of the class to stand the cones back up. • As students who are assigned to knock down the cones pass by cones that are standing up, they should use their hand to tip them over. • As students who are assigned to pick up the cones pass by cones that are tipped over, they should use their hand to stand the cones back up. *Transition: Students retrieve a racquet and a ball and find their personal space scattered throughout the activity area.*	

Learning Experience 1
 	
Self-Rallies (Tap-Ups with Bounces)
	5 min.	• Students stand in personal space scattered throughout the activity area.	• Students try to tap the ball up repeatedly before letting it bounce.
			• Tap the ball up eye-high holding the racquet with the palm up.
			  • Try the following sequence: bounce, tap-up, tap-up, tap-up, bounce, catch on racquet.
			• Students will self-rally by alternating tapping the ball up in the air with the racquet and then letting it bounce off the ground.
			  • Challenge students to self-rally as long as possible without losing control of the ball.
			
			Transition: Students find a partner with the same birth month. Each student keeps their racquet, but only one ball. The other ball should be put away. Each pair of students also needs to retrieve a hula hoop.
				Cues:
				• Bounce, tap-up eye-high, catch.
				
				Modifications:
				• Encourage students who are struggling to choke up on the racquet.
				
				Checks for understanding:
				• Are students able to stay in personal space as they are performing tap-ups?
				• See formal assessment.

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LESSON 9

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Learning Experience 2 Tap-Ups with Partner	7 min.	• Students find personal space and place a hula hoop on the floor between them.	• Partners stand close to each other. Partner #1 bounces the ball and taps it up in front of them. Partner #1 backs up and lets the ball bounce inside the hula hoop. In the meantime, partner #2 steps forward to position their racquet underneath the bouncing ball and taps it up. • Partners alternate turns, positioning their racquet underneath the ball and tapping it up in the air.	**Cues:** • Tap-up eye-high, bounce. **Modifications:** • Replace the hula hoop with a target. The smaller target will be more difficult. • Use a larger ball or one that responds more slowly. • If a partner is unable to repeat the tap-up, they can trap the ball on their racquet. • Allow multiple bounces between tap-ups to increase chances for success. **Checks for understanding:** • Are students able to continuously tap and bounce the ball with partner?
Closure	5 min.	• Students safely return ball and racquet. • Students gather in front of the teacher.		• Was it easier to tap up alone or with a partner? • What were the key components to tapping the ball up successfully? • Demonstrate or ask a student/partner group to demonstrate tap-ups.



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LESSON 10

Lesson Name: Jacks with Partner	Unit Name & Lesson #: 1st and 2nd Grade Lesson 10	Grade Level: 1st & 2nd Grade	Lesson Length: 30 minutes

National Standards & Grade-level Outcomes:

Standard 1: S1.E24.1/2 (Striking, Short Implement)

Standard 2: S2.E1.1/2, (Space);
S2.E2.1a/1b/2 (Pathways, Shapes, Levels);
S2.E3.1a/1b/2 (Speed, Direction, Force)

Standard 3: S3.E2.1/2 (Engages in Physical Activity)

Standard 4: S4.E1.1/2 & S4.E2.1/2 (Personal Responsibility); S4.E3.1/2 (Accepting Feedback);
S4.E4.1/2 (Working with Others);
S4.E5.1/2 (Rules & Etiquette); S4.E6.1/2a/2b (Safety)

Standard 5: S5.E1.1/2 (Health); S5.E2.1/2 (Challenge);
S5.E3.1a/1b/2 (Self-Expression & Enjoyment)

Lesson Objective(s):

Students will be able to perform consecutive controlled tap-ups using a racquet in a game situation.

Equipment Needed:

- One racquet per student.
- One red tennis ball per student.

Fun Fact:

Over 40,000 tennis balls are used in a Grand Slam tennis tournament.

Essential Question (related to objective):

How are you able to continuously tap the ball up with the racquet in the game of Jacks with Partner?

Safety Considerations:

Students must maintain personal space, change direction safely and practice racquet safety.

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LESSON 10

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Instant Activity Freeze Dance	5 min.	• Students in open space.	• 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. *Transition: Each student gets a racquet and ball, and finds their own personal space.*	• Teacher can move around the activity area and when music is stopped, students have to freeze in ready position facing the teacher. • Play different music each round. • Have students' movements match the tempo of the music (e.g, students move fast when playing "Flight of the Bumblebee").
Learning Experience 1 Tap-ups with Bounces	6 min.	• Students stand in personal space scattered throughout the activity area.	• Students try to tap the ball up repeatedly before letting it bounce. • Try the following sequence: bounce, tap, tap, tap, bounce, catch on racquet. • Students will self-rally by alternating tapping the ball up in the air with the racquet and then letting it bounce off the ground. • Challenge students to self-rally as long as possible without losing control of the ball. *Transition: Students find a partner with the same birth month. Each student keeps their racquet, but only one ball. The other ball should be put away. Each pair of students also needs to retrieve a hula hoop.* • Partners stand close to each other. Partner #1 bounces the ball and taps it up in front of them. Partner #1 backs up and lets the ball bounce inside the hula hoop. In the meantime, partner #2 steps forward to position their racquet underneath the bouncing ball and taps it up. • Partners alternate turns, while positioning their racquet underneath the ball and tapping it up in the air. *Transition: Students keep the same partner. The pair keeps one racquet and one red ball. Any extra equipment should be put away.*	**Cues:** • Tap, bounce. **Modifications:** • Use a larger ball or one that responds more slowly. • Replace the hula hoop with a target. The smaller target will be more difficult. • If a partner is unable to repeat the tap-up, they can trap the ball on their racquet. **Checks for understanding:** • Are students able to stay in personal space as they are performing tap-ups?

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LESSON 10

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Learning Experience 2 Jacks with Partner	14 min.	• Pairs of students find personal space scattered throughout the activity area.	• Partner #1 drops the ball, lets it bounce, taps it up one time, and catches it with their non-dominant hand ("onesies"). • Palm faces up while holding on to the racquet. • Partner #2 drops the ball, lets it bounce, taps it up two times, and catches it with their non-dominant hand ("twosies"). • Repeat alternating turns as long as each partner successfully completes the task. • The pair "wins" if they successfully progress to "fivesies." • Encourage partners to support each other by cheering each other's successes.	**Cues:** • Palm up, bounce, tap-up eye-high. **Modifications:** • Use a larger ball or one that responds more slowly. • Remove the racquet, have students bounce and catch. **Checks for understanding:** • Are students able to stay in personal space as they are performing tap-ups? • Are students experiencing success with the game?
Closure	5 min.	• Students safely return ball and racquet. • Students gather in front of the teacher.		• Ask two students to demonstrate the game of Jacks. • Did the game change the quality of your tap-ups?



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ASSESSMENT

Level	Form and Accuracy
3 (Proficient)	Strikes the ball for five continuous hits without moving far from the starting position.
2 (Competent)	Strikes the ball for three or four continuous hits but travels far from the starting position.
1 (Needs Improvement)	Strikes the ball one or two times but travels far from the starting position.

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