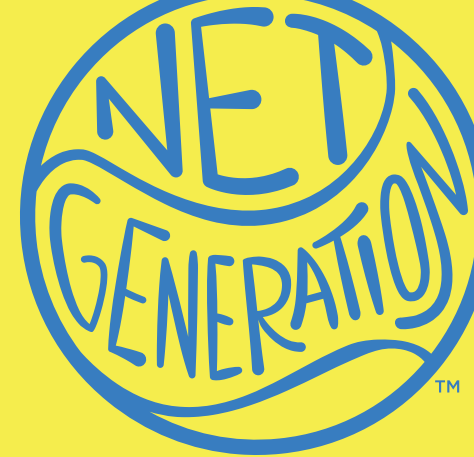


PHYSICAL EDUCATION TENNIS CURRICULUM

STANDARDS-BASED, COMPREHENSIVE,
TURNKEY LESSON PLANS



5TH GRADE – 6TH GRADE





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 5 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!

A handwritten signature in blue ink, reading "Jim Blake".

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-12 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 dark blue ink, reading "Fran Cleland". The signature is written in a cursive, flowing style.

Fran Cleland
SHAPE America President

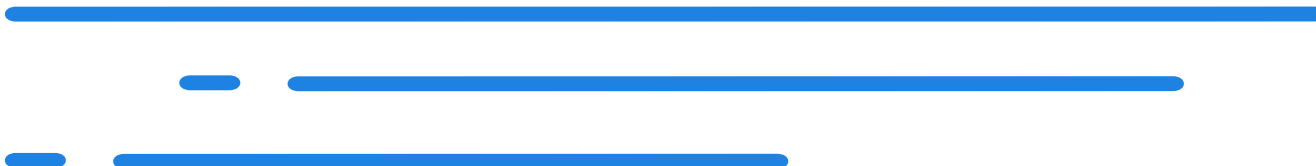


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OVERVIEW



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 developing an understanding of movement concepts. The physical education Grade-Level Outcomes are designed to foster opportunities for applying skills and knowledge to modified game settings. Skill competency requires meaningful practice through multiple exposures and increasingly challenging environmental contexts.

Teach the same lesson more than once

It may make sense to repeat a lesson so that students have time to revisit and practice skills and tactics. There are no rules that state you must complete all lessons in a stage while working toward the key end game.

Be prepared to revisit (repeat activities)

At this stage, students need meaningful practice and sufficient exposure to allow for skill acquisition. Repetition through modified game activities in cooperative and competitive situations will assist in developing appropriate skill acquisition.

Mix it up during the lesson

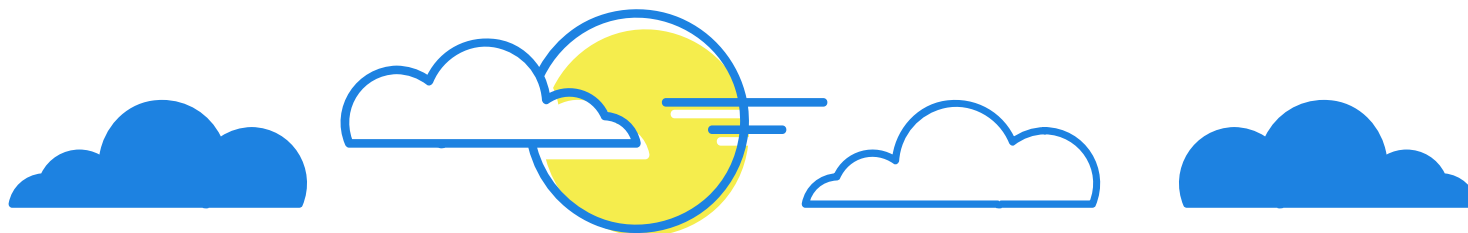
Suggestions for modifications to lesson activities are provided throughout the curriculum. However, if you find that an activity is not working, check in with students and ask them how they would change it to make it more or less challenging.



Strategies for transition

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

- 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 lets students 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 ways to quickly organize students is by shoulder-to-shoulder, or foot-to-foot.
 - Two lines
 - o Back-to-back: Students are directed to get back-to-back with a 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
 - o 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.



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 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

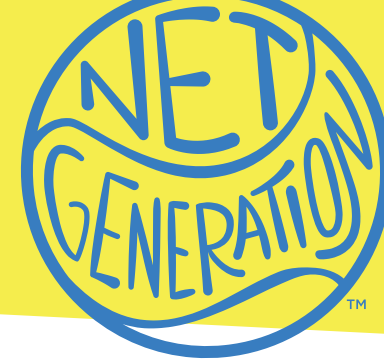
Quick assessments are another way that teachers can informally assess student learning by having students participate in a specific task that will demonstrate their skill competency. These tasks are designed so that the teacher can gather information needed to refine and enrich skill practice.

Formal assessment

The 5th – 6th Grade lessons contain a formal assessment, at the end of the curriculum, to measure student competency of striking using a backhand groundstroke.

The Grade-Level Outcome associated with competency of striking with a short implement at the 5th grade level is: Strikes an object consecutively with a partner, using a short-handled implement, over a net or against a wall in a competitive or cooperative game environment (S1.E24.5). The Grade-Level Outcome associated with competency using a backhand stroke with a short implement at the 6th grade level is: demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball, or short-handled racquet tennis (S1.M14.6).

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 are introduced to assist the students with achieving an understanding of the game of tennis. Scoring at this stage may include how many times a student is able to hit a target.

Fun Facts

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

Transitions

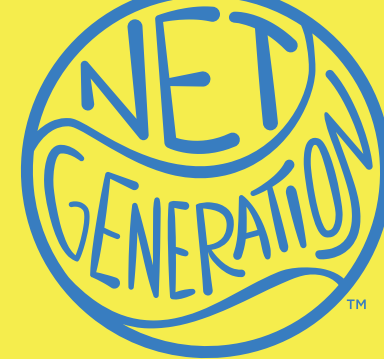
Ways to transition students from one activity to the next have been identified to help teachers maximize activity time.

Safety

Throughout the 5th Grade - 6th Grade lessons, students will need to be especially aware of their personal space and others around them since every lesson involves students using a racquet. It is important for students to gain an understanding of their location with respect to their surroundings.

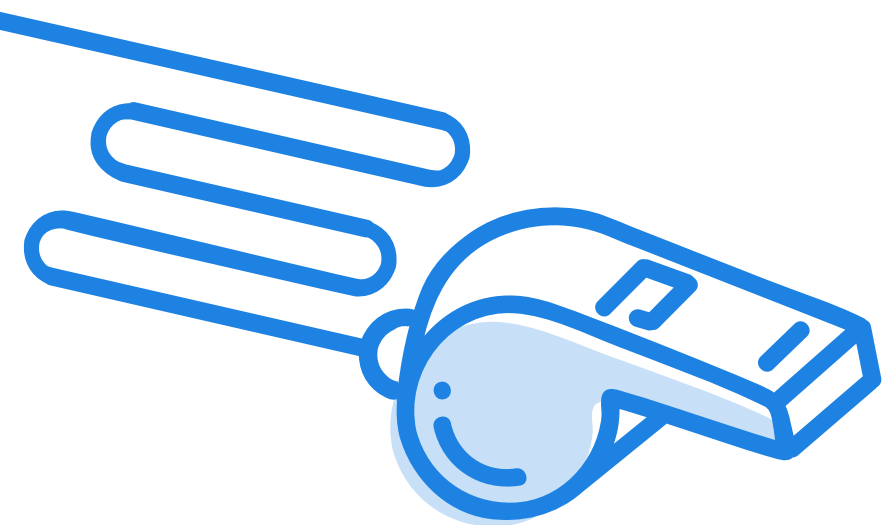


SHAPE AMERICA NATIONAL STANDARDS AND GRADE LEVEL OUTCOMES FOR K-12 PHYSICAL EDUCATION



CURRICULUM BAND SUMMARY

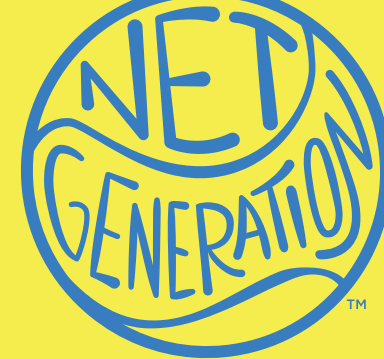
In the 5th Grade - 6th Grade stage, students continue to practice the forehand groundstroke and being in the “ready position” as taught in the 3rd Grade - 4th Grade stage. In addition, students begin to practice using backhand groundstroke, and apply these skills in small-sided practice tasks. Also in this stage, students begin to apply knowledge of movement concepts related to the strategies and tactics, force, direction and speed specifically related to tennis.



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

- Striking, Short implement
 - o (S1.E24.5) Strikes an object consecutively with a partner, using a short-handled implement, over a net or against a wall in a competitive or cooperative game environment.
- Underhand throwing
 - o (S1.E13.5) Throws underhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects.
- Overhand throwing
 - o (S1.E14.5) Throws overhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of objects.
- Catching
 - o (S1.E16.5c) Catches with reasonable accuracy in dynamic, small-sided practice tasks.
 - o (S1.M21.6) Catches, with a mature pattern, from different trajectories using a variety of objects in varying practice tasks.
- Games & Sports—Net & Wall Games
 - o (S1.M14.6) Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball or short-handled racquet tennis.
 - o (S1.M15.6) Transfers weight with correct timing for the striking pattern.
 - o (S1.M16.6) Forehand volleys with a mature form and control using a short-handled implement.

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

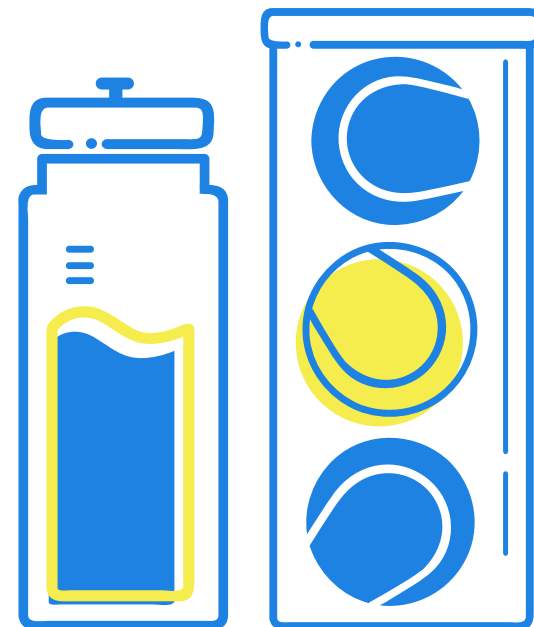


Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

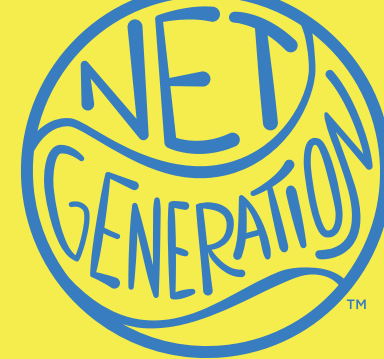
- Pathways, Shapes & Levels
 - o (S2.E2.5) Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance, with self-direction.
- Speed, Direction, Force
 - o (S2.E3.5a) Applies movement concepts to strategy in game situations.
 - o (S2.E3.5c) Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance, and gymnastics.
- Strategies & Tactics
 - o (S2.E5.5b) Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks.
 - o (S2.E5.5c) Recognizes the type of throw, volley or striking action needed for different games and sports situations.
- Games & Sports—Net & Wall Games
 - o (S2.M7.6) Creates open space in net or wall games with a short-handled implement by varying force and direction.
 - o (S2.M8.6) Reduces offensive options for opponents by returning to midcourt position.

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.E2.5) Engages actively in all of the activities of physical education.
 - o (S3.M5.6) Participates in a variety of lifetime recreational team sports, outdoor pursuits, or dance activities.



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
 - o (S4.E1.5) Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).
 - o (S4.M1.6) Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.
 - o (S4.E2.5a) Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.
 - o (S4.E2.5b) Exhibits respect for self with appropriate behavior while engaging in physical activity.
- Working with Others
 - o (S4.E4.5) Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects.
 - o (S4.M4.6) Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.
 - o (S4.M5.6) Cooperates with a small group of classmates during adventure activities, game play or team-building activities.
- Safety
 - o (S4.E6.5) Applies safety principles with age-appropriate physical activities.
 - o (S4.M7.6) Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.

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

- Challenge
 - o (S5.M3.6) Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, and/or modifying the tasks.
- Social Interaction
 - o (S5.M6.6) Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing in the spirit of the game or activity.

KEY	
Player	
Ball	
Racquet	
Hula Hoop	
Cone	
Poly-Spot	

SKILLS SUMMARY

MOVEMENT SKILLS

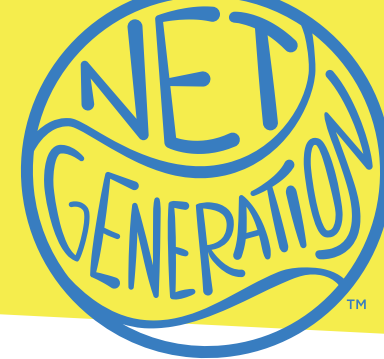
STABILITY	• Balance skills; keeping balance while moving sideways, forward, and backward. • Moving quickly in different directions and being able to stop with balance during rally activities.
MANIPULATIVE	• Forehand, backhand groundstrokes, and how to approach the net. • Volley control.
MOVEMENT CONCEPTS	Accuracy • Understand how to consistently hit a number of balls toward a specific area. Space • Understand how to move your partner to a different space. • Understand how to rally crosscourt, down the line, and to the middle of the court. Force • Understand speeds when you return a ball (hard or soft) and their implications. Time • Understand when to hit a ball. Movement • Understand how to play as a team (doubles). • Understand how to play on your own (singles).

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. 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.

SKILLS SUMMARY



Equipment

Students use a range of balls in varying sizes; however, the red low-compression tennis ball at 25% compression is recommended for this stage. Twenty-one, 23, or 25-inch tennis racquets can also be used.

Key end game

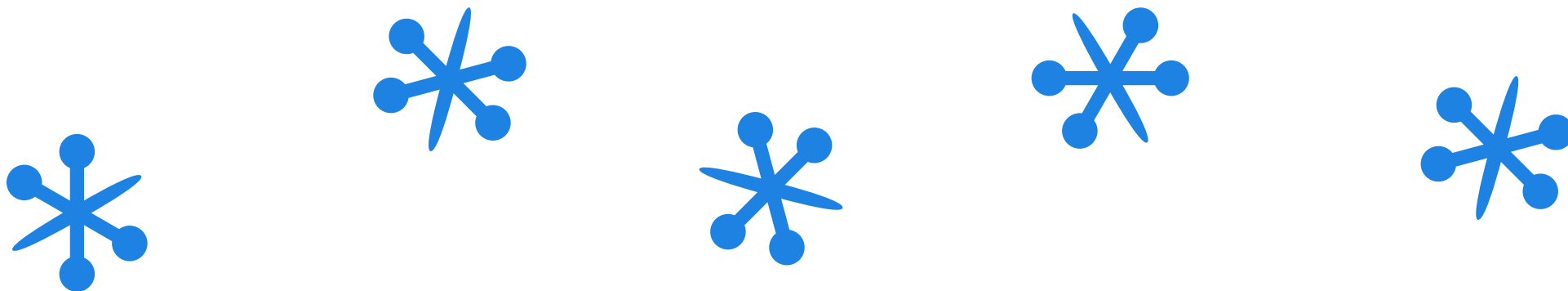
The key end game is a culminating activity that provides an opportunity for students to demonstrate the confidence and competence in skills learned throughout the 5th – 6th Grade stage.

On completion of the 5th – 6th Grade curriculum, the key end game is Singles Challenge.

Singles Challenge is a game played against one opponent. The game takes place on a short court space with a physical barrier to divide the court in half. Students will play the game using an underhand serve, aiming to serve the ball crosscourt.

Students will be able to rally against their opponents and apply the knowledge and skills learned in the 5th - 6th grade lesson plans in their matches. This knowledge includes how to place the ball to an open space, how to approach and volley the ball at the net, and how to underhand-serve to various locations.

Singles Challenge also focuses on the tactics and strategies of how to beat your opponents, scoring, and etiquette when competing.



LESSON 1



Lesson Name: Forehand Fundamentals	Unit Name & Lesson #: Lesson 1	Grade Level: 5 th & 6 th Grade	Lesson Length: 45 minutes
National Standards & Grade-Level Outcomes: Standard 1: S1.E24.5, S1.E16.5c, S1.M14.6, S1.M15.6 Standard 2: S2.M8.6 Standard 3: S3.E2.5 & S3.M5.6 Standard 4: S4.E1.5, S4.M1.6, S4.E2.5a (S4.E2.5b, S4.E4.5, S4.M4.6, S4.M5.6, (S4.E6.5, S4.M7.6 Standard 5: S5.M6.6	Lesson Objective(s): Students will review and practice using the forehand stroke and reacting relative to timing of a hit ball in a modified game.	Equipment Needed: • One racquet. • One ball per student. • Tape.	
		Fun Fact: Tennis balls are brightly colored so that players can clearly see them.	
Essential Question (related to objective): How are you able to effectively move and react to striking a ball in a game situation?		Safety Considerations: 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.	

LESSON 1

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Instant Activity Meet My Racquet	5 min.	Students in open space facing the teacher each with a racquet and tennis ball.	Have students jog one lap around the activity area. When finished, students will pick up a racquet, a ball, and find a spot in open space. Teacher provides the following instructions: - Balance the ball on the racquet strings while holding the racquet with your 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 strings; you may use your free hand to assist. - Make small taps of the ball into the air off the racquet. <i>Transition: Students find a partner using the toe-to-toe method. The oldest student in the pair returns one ball.</i>	
Learning Experience 1 Rally Over the Line (Catching)	20 min.	Students in pairs facing each other across a line with one ball and racquet per student.	Ask students if they can describe a rally. Rally: When the ball is hit back and forth between opponents, landing in play. Once a mistake is made, the point is won. - Tell students they will be practicing rallying with their partner using the forehand stroke. Review components of the forehand: - Set up sideways with opposite 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. Teacher provides the following instructions: - Students start with drop, hit, and catch over the line. One student starts with the tennis ball, dropping it and tapping it over the line to their partner. - Partner then catches the ball, after one bounce along the strings of their racquet. - Groups continue to do this until they can successfully drop, hit, and catch 10 times in a row. - After five to 10 minutes (depending on success rate of students), students rally over the line without catching the ball. <i>Transition: Pairs find one or two other pairs to make a group of four or six. Each student in a group of four or six should have a racquet. One ball per group, so have the youngest student in each pair return the extra ball.</i>	Cues: - Ready position. - Side to target, low to high, follow through. - Eye high. Modification: - Increase the number of times in a row students have to successfully rally, or increase the distance between the students. - Students can change partners. Checks for understanding: - Check for controlled swings. - Use of appropriate force. - Check for catches on the strings and absorbing the force of the ball. Quick assessment: - Can partners successfully drop, hit, and catch 10 times in a row?

LESSON 1

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Learning Experience 2 Four Square with a Racquet	15 min.	- Multiple four-square courts are created using jump ropes, floor tape, rubber lines, or any other equipment the teacher has available. - Students in groups of four to six and assigned to one, four-square court.	- Students designate an entry point and the top square. - The student in the top square puts the ball in play among the players on the four-square court. - The goal is to work up toward the top square following a clockwise rotation. - Students rally the ball until a point is lost. The player that loses the point goes to the lowest square and the other players in the game advance one position closer to the top square. - Remind students to hit the ball and get back to ready position. - 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. - If students are waiting on deck, have them identify cues for the forehand as they are performed. <i>Transition: Students return the equipment and take a seat in the middle of the activity area.</i>	Cues: - Aim, control, short swing. Modifications: - Toss and catch to moderate success. - Utilize different size/type of ball. - Utilize open palm to moderate success. - Teachers can check for understanding by asking a series of questions to students who are waiting on deck. Checks for understandings: - Are students hitting to other squares successfully? - Is it a one hit and out, or are there multiple hits in different squares with all students actively playing? - Make sure students are rotating in and out of the game.
Closure	5 min.	Students seated in the middle of the activity area.	Review the day's lesson, asking questions to check for understanding.	- What does it mean to rally with a partner? - What should a player do when a ball bounces in your box? - How did each player determine where to send the ball? - How did you strike the ball with the racquet?

LESSON 2



Lesson Name: Target Blitz	Unit Name & Lesson #: Lesson 2	Grade Level: 5 th & 6 th Grade	Lesson Length: 45 minutes
National Standards & Grade-Level Outcomes: Standard 1: S1.E13.5, S1.E24.5, S1.E16.5c, S1.M14.6, S1.M15.6, S1.M21.6 Standard 2: S2.E3.5a, S2.E5.5c, S2.M8.6 Standard 3: S3.E2.5 & S3.M5.6 Standard 4: S4.E1.5, S4.M1.6, S4.E2.5a, S4.E2.5b, S4.E4.5, S4.M4.6, S4.M5.6, S4.E6.5, S4.M7.6 Standard 5: S5.M6.6	Lesson Objective(s): Students will be able to hit a ball with a racquet toward a target using the backhand groundstroke.	Equipment Needed: • One cone per two students. • One ball per two students. • One racquet per student. • Tape. • One spot marker per two students. • Hula hoops or spot marker.	
		Fun Fact: The Wimbledon Championships were founded in 1877, the US Open in 1881, the French Open in 1891, and the Australian Open in 1905. These four major tournaments have been designated as “Grand Slam” tournaments.	
		Essential Question (related to objective): How are you able to hit the ball with a racquet toward a target with control?	Safety Considerations: Students should be reminded of how to move in personal space with a racquet and to be mindful of objects on the floor, like a target.

LESSON 2

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Instant Activity Ready and Run	5 min.	Students spread out in open space facing the teacher.	Teacher directs how and where students are to run, walk, or move: - Walk toward the teacher and back to your spot. - Jog toward the back of the play space and back to your spot. - On your toes, run forward and then back to your spot. - Big shuffles to the right then to the left. - Tiny shuffles to the right then to the left. - Run forward then rotate and side-shuffle back. - High knees in place then forward then back to your spot. - Jog in place then on the signal, get in ready position. <i>Transition: Students grab a racquet then return to their spot.</i>	Modifications: - Add music. - Have students identify ways to move.
Learning Experience 1 Introduce the Backhand	5 min.	Students gathered in the middle of the activity area, each with a racquet.	Introduce the backhand groundstroke. Demonstrate how to perform the backhand. Please note: The backhand is a 6th grade skill and should be referred to as “striking” when instructing students in the 5th grade. Components of a backhand: - The non-dominant hand is placed just above the dominant hand in the “shake hands” position. - Turn sideways to the target with the dominant side facing the target. - Contact the ball even with the front foot for the two-handed backhand. - Move the racquet low to high with the strings pointed toward the target area. - Have students finish toward target (follow through), ending in ready position. - Once the teacher has demonstrated and reviewed the cues, students practice motioning the backhand. - The teacher will call out each cue and students will perform the cue. <i>Transition: Students get into pairs using the toe-to-toe method. The tallest students in each pair will return one racquet and get a cone and ball.</i>	Cues: - Ready position. - Side to target, low to high, aim to target.

LESSON 2

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Learning Experience 2 Backhanders	10 min.	Students in pairs facing each other across a line with one cone, one ball, and one racquet per pair.	- One student is the hitter and has the racquet, and their partner is the catcher and has the cone and ball. - The catcher serves (underhand toss) the ball to the hitter's backhand side ensuring the ball lands about two feet in front of their partner. Teachers can mark a spot on the ground to ensure an accurate toss. - The hitter strikes the ball after one bounce, aiming to return it over the line and send it back to the catcher, who then catches the ball in the cone after one bounce. - Remind students to get back in ready position after they hit the ball. - Students switch roles after five tosses. <i>Transition: The shortest student in the pair returns the cone and gets another racquet.</i>	Modifications: - Allow the catcher to toss to either the forehand or backhand side for advanced groups. - Have students drop-hit for the backhand instead of hitting a tossed ball. Checks for understanding: - Review cues to help students perform the backhand. - Check for controlled swings. - Use of appropriate force. Quick assessment: - Can you hit a backhand over the line in all five attempts?
Learning Experience 3 Rally over the Line (Trapping)	10 min.	Students in pairs across a line, with each student having a racquet, and one ball per pair.	Components of the forehand: - Set up sideways with opposite shoulder facing 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. Teacher provides the following instruction: - One student starts with the ball, dropping it and tapping it (using the backhand groundstroke) over the line to their partner. - Partner then traps the ball along the strings of their racquet and drop hits a backhand back to their partner. - Groups continue to do this until they can successfully drop, hit, and trap 10 times in a row. - After five minutes, have students rally over the line without trapping the ball. <i>Transition: Pairs find another pair to create a group of four.</i>	Cues: - Ready position. - Side to target. - Drop, hit, and trap. Modifications: - Increase the number of times in a row they have to successfully rally. - Increase the distance between the students. - Students can change partners. Checks for understanding: - Check for controlled swings. - Use of appropriate force. - Check for traps on the strings and absorbing the force of the ball.

LESSON 2

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Learning Experience 4 Racquet Swap	10 min.	- Students in groups of four with two students on each side of the line. - One pair of students has a ball while the other two students on the other side have one racquet. - Ensure there is plenty of space between each team. - Place a spot marker in front of each pair; students cannot move in front of this marker until it is their turn. - Place three hula hoops/ targets in front of the tossing team so that students are learning to hit in various spaces on the court.	- On the teacher's signal, the student with the ball underhand-tosses over the line and moves behind their teammate. - The student with the racquet rallies the ball over the line, aiming to land it in one of the targets, then passes the racquet to the team member behind them, moving behind their teammate. - Tossing students attempt to catch the ball after it bounces once. - The team member then follows the same sequence. - Play the game with all team members going through the activity five or six times and then switch roles. - Remind students to be in ready position when hitting and catching. <i>Transition: Students return equipment and meet in the middle of the activity area.</i>	Cues: - Ready position. - Pass the racquet, keep moving, teamwork, quick feet, tap gently. Modifications: - Allow the ball to bounce twice. - Have students only toss on the backhand side. - Have the teams work together, counting consecutive rallies. - Add more targets. - Make targets larger/smaller. - Remove targets. Checks for understanding: - Are students successful when hitting the forehand and backhand? - Are the balls landing in the target? - Are students using appropriate force when swinging?
Closure	5 min.	Students in the middle of the activity area.	- Review the objective of the day. - Review components of the backhand.	- What are the components of the backhand? - How can you determine which way to hit the ball (forehand or backhand)? - What was done with the racquet in order to hit the ball in the target? - Can the students explain how they worked as a team?

LESSON 3

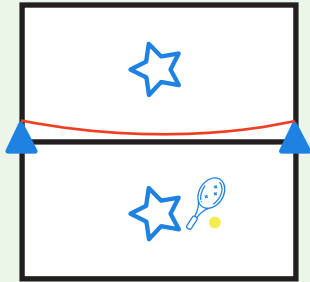


Lesson Name: Rally Master	Unit Name & Lesson #: Lesson 3	Grade Level: 5 th & 6 th Grade	Lesson Length: 45 minutes
National Standards & Grade-level Outcomes: Standard 1: S1.E13.5, S1.E24.5, S1.E16.5c, S1.M14.6, S1.M15.6, S1.M21.6 Standard 2: S2.E3.5a, S2.E5.5c, S2.M8.6 Standard 3: S3.E2.5 & S3.M5.6 Standard 4: S4.E1.5, S4.M1.6, S4.E2.5a, S4.E2.5b, S4.E4.5, S4.M4.6, S4.M5.6, S4.E6.5, S4.M7.6 Standard 5: S5.M6.6	Lesson Objective(s): Students will be able to continue to develop the groundstroke while clearing the ball over a net.	Equipment Needed: • One ball per two students. • One racquet per student.	
		Fun Fact: In 2007, the prize money for Wimbledon winners became equal for men and women.	
Essential Question (related to objective): What do you have to do to lift the ball over the net?		Safety Considerations: Students should be reminded of how to move in personal space with a racquet and to be mindful of objects on the floor, like a target.	

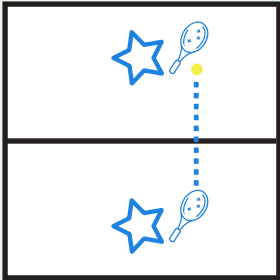
LESSON 3

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Instant Activity Flag Tag	5 min.	Students in open space, each with two flags attached to their waist.	- On the teacher's signal, students will move in free space (run, jog, skip, walk or gallop). - Students will try to collect as many flags as possible by grabbing flags from other students' waists. - After 30 to 60 seconds, 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. <i>Transition: Students get in pairs by finding a partner who is of similar height.</i>	Modifications: - Each student only has one flag. - Once both flags are taken, students do jumping jacks in place until the round is over.
Learning Experience 1 Can't Stop	10 min.	Students in pairs facing each other across a line; each student has a racquet and one ball per pair.	Review the backhand groundstroke. Components of the Backhand: - The non-dominant hand is placed just above the dominant hand in the "shake hands" position. - Turn sideways to target with dominant side facing target. - Contact the ball even with the front foot for a two-handed backhand. - Move the racquet low to high with the strings pointed toward the target area. - Have students finish toward target (follow through), ending in ready position. - One student starts with the ball, dropping it and tapping it over the line to their partner. - Students rally over the line continuously using the forehand or backhand. <i>Transition: Have the shortest student in the pair grab two cones and a jump rope.</i>	Cues: - Ready position. - Side to target, low to high, aim to target. Modifications: - Increase the number of times in a row students have to successfully rally. - Increase the distance between the students. - Students can change partners. - Have students drop, hit, and catch the ball instead of continuously rallying. Checks for understanding: - Check for controlled swings. - Use of appropriate force. - Are students able to rally over the line continuously using the forehand or backhand? Quick assessment: - Have students identify the components of the forehand/backhand.

LESSON 3

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Learning Experience 2 Sending the Mail (Serving)	10 min.	- Students in pairs with one racquet, one tennis ball, two cones, and one jump rope per pair. - Students create a "net" by putting the ends of each jump rope in a cone. 	- The student with the racquet is the hitter, and the student with the ball is the catcher. - The catcher overhand-throws (serves) the ball to the hitter, throwing the ball over the net and ensuring the ball lands approximately half a foot in front of their partner (use a marker if required to assist with this). - The hitter lets the ball bounce once and returns the ball back over the net to the catcher, who catches the ball after one bounce. - After 10 attempts at throw, bounce, hit and catch, swap roles. <i>Transition: Students find a new partner by deciding who is partner 1 and who is partner 2. Partner 2 stays on their "court" while partner 1 finds a different partner 2 to pair up with.</i>	Cues: - Aim, control, throw, bounce, hit, bounce, catch. Modifications: - One point for every time the ball is caught and hit over the net successfully. - Remove the racquet and perform the sequence of throw, bounce, and catch. - Increase or decrease the distance between partners. Checks for understanding: - Is the catcher successfully throwing the ball to the hitter? - Is the hitter successfully hitting the ball back to the catcher? - Are students using the correct groundstrokes? - Look around for cues of the backhand/forehand being executed properly. Quick assessment: - Teams keep track of how many successful hits and catches over the net they achieve in a one minute.

LESSON 3

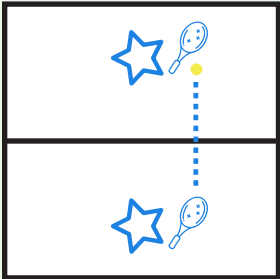
Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Learning Experience 3 What's Your Record (Serving)?	15 min.	Students in pairs facing each other across the "net" with one racquet each and one ball per pair. 	- Student 1 overhand throws (serves) the ball into their partner's side of the court, aiming to clear the net. - Student 2 allows the ball to bounce once and then returns the ball by hitting it with their racquet, aiming to return the ball over the net and back on their partner's side. - The rally continues using groundstrokes only, counting how many rallies the pair can return. - Ensure students work cooperatively to see how many rallies they are able to achieve, trying to beat their previous score each time. - After 10 throws, student 2 becomes the thrower. <i>Transition: Students put equipment away and return to the middle of the activity area.</i>	Cues: - Ready position. - Overhand throws. - Side to target, low to high, aim to target. Modifications: - Add targets for the students to aim for. - Switch from an overhand throw to an underhand toss. - Eliminate the throw and have students drop-hit the ball into play. - Only one student plays with the racquet, and their partner only throws. Checks for understanding: - Are students able to hit the ball over the net? - Check for proper forehand/backhand, and help students with form and cues.
Closure	5 min.	Students in the middle of the activity area.	- Review the day's lesson and ask follow-up questions. - Students review components of the forehand/backhand.	- Was it more challenging to rally with a net? - What must be considered when getting the ball to clear the net? - Why is it important to get back to ready position when rallying with a partner?

LESSON 4

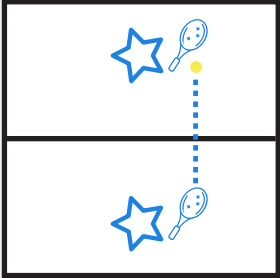


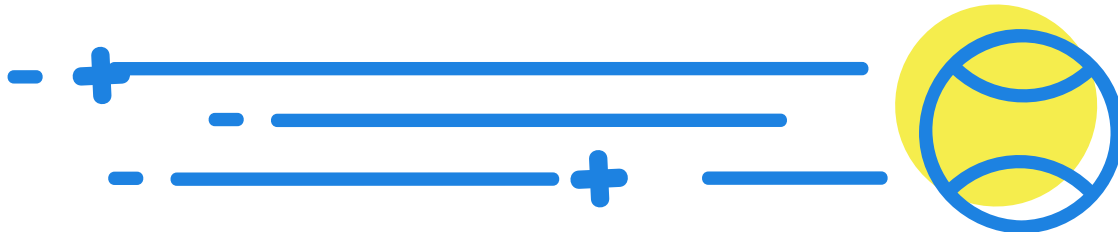
Lesson Name: Throwing Singles	Unit Name & Lesson #: Lesson 4	Grade Level: 5 th & 6 th Grade	Lesson Length: 45 minutes
National Standards & Grade-Level Outcomes: Standard 1: S1.E13.5, S1.E24.5, S1.E16.5c, S1.M14.6, S1.M15.6, S1.M21.6 Standard 2: S2.E3.5a, S2.E5.5c, S2.M8.6 Standard 3: S3.E2.5 & S3.M5.6 Standard 4:(S4.E1.5, S4.M1.6, S4.E2.5a, S4.E2.5b, (S4.E4.5, S4.M4.6, S4.M5.6, S4.E6.5, S4.M7.6 Standard 5: S5.M6.6	Lesson Objective(s): Students will be able to hit a forehand or backhand over a net to their partner with accuracy and control.		Equipment Needed: • One ball per two students. • Net/boundary tape, pop-up nets, tape to create lines and dice. Fun Fact: The first Wimbledon was played in 1877. It was also the first of the four “Grand Slams.”
Essential Question (related to objective): How are you able to move and react to a bouncing ball?		Safety Considerations: • Remind students to be mindful of their personal space.	

LESSON 4

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Instant Activity Four Corners	5 min.	- Students spread out around the perimeter of the activity area. - Teacher designates each corner by naming them 1, 2, 3, or 4.	- Students move in the same direction around the perimeter of the activity area by jogging or using another locomotor movement of the teacher's choice. - On the teacher's signal, students have five seconds to run to a corner of their choice. - After the five seconds, the teacher rolls a dice. If a 1, 2, 3, or 4 is rolled, students in the corner get a 10-second rest while the other students complete 10 seconds of an exercise of the teacher's choice. If a 5 or 6 is rolled, all students must complete an exercise of the teacher's choice for 10 seconds. - Repeat for three rounds. <i>Transition: Students get into pairs with someone in their corner.</i>	Modifications: Students can increase/decrease the speed at which they are traveling.
Learning Experience 1 Rally the Ball	20 min.	Students in pairs facing each other across the net/net tape with two racquets and one ball per pair. 	- Playing in only half the length of the court, students play singles points. - Student 1 serves the ball with an underhand toss or simple service action. - Student 2 returns the ball after one bounce and the point is played out in the narrow space. - Switch partners every five minutes. <i>Transition: Students put equipment away and gather around demonstrating pair.</i>	Cues: - Stay in space, use gentle taps. Modifications: - Play first to seven points. - Widen boundaries. - Have one student serve and catch the returned ball for five tosses while one student hits. - Change server after every two points. Checks for understanding: - Are students successfully keeping the ball in the narrow space and inside the boundaries? - Help students having trouble staying within the small space by emphasizing the cues of a controlled gentle tap.

LESSON 4

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Learning Experience 2 What's Your Record (Serving)?	15 min.	Students in pairs facing each other across the net/net tape with a racquet for each student and one ball for the pair. 	- Student 1 overhand throws (serves) the ball into their partner's side of the court, aiming to clear the net. - Student 2 allows the ball to bounce once and then returns the ball over the net to student 1 who rallies the ball, with their racquet, back to student 2. - The rally continues using groundstrokes only, seeing how many rallies the pair can return. - After 10 tosses, student 2 becomes the tosser. - Ensure students work cooperatively to see how many rallies they are able to achieve, trying to beat their previous score each time.	Cues: - Ready position. - Overhand throws. - Side to target, low to high, aim to target. Modifications: - Add targets for the students to aim for. - Switch from an overhand throw to an underhand toss. - Eliminate the throw and have students drop-hit the ball into play. - Only one student plays with the racquet, and their partner only throws. Checks for understanding: - Are students able to hit the ball over the net? - Check for proper forehand/backhand, and help students with form and cues. Quick assessment: - What's the most rallies you and your partner can achieve?
Closure	5 min.	Find a pair of students having success and have the other students gather around.	Point out and emphasize students' use of space and strategy when returning the ball back to their opponent.	- What does a student do when the ball bounces on their side of the net? - How does each student determine which groundstroke to use? - How did each student determine where to send the ball? - How did each student keep the ball inside the boundary?

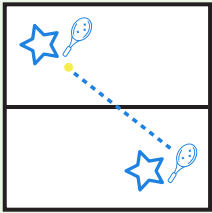


LESSON 5



Lesson Name: Space Singles	Unit Name & Lesson #: Lesson 5	Grade Level: 5 th & 6 th Grade	Lesson Length: 45 minutes
National Standards & Grade-level Outcomes: Standard 1: S1.E13.5, S1.E24.5, S1.E16.5c, S1.M14.6, S1.M15.6, S1.M21.6 Standard 2: S2.E3.5a, S2.E5.5c, S2.M8.6 Standard 3: S3.E2.5 & S3.M5.6 Standard 4: S4.E1.5, S4.M1.6, S4.E2.5a, S4.E2.5b, S4.E4.5, S4.M4.6, S4.M5.6, S4.E6.5, S4.M7.6 Standard 5: S5.M6.6	Lesson Objective(s): Students will be able to begin understanding the importance of creating space while playing singles.	Equipment Needed: • One racquet per student. • One ball per two students.	Fun Fact: Did you know that if the ball hits a player's racquet, body or any part of their clothing before it lands, it is their opponent's point (even if it would have gone out)?
Essential Question (related to objective): Why is creating space important in a game of tennis?		Safety Considerations: Students should be reminded of how to move in personal space with a racquet and to be mindful of objects on the floor, like a target.	

LESSON 5

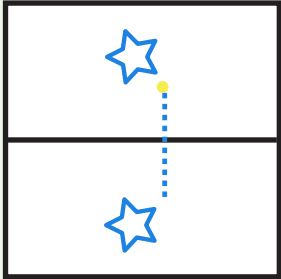
Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Instant Activity Tennis Commands	5 min.	Students in personal space, spread out in the activity area.	Teacher calls out commands according to the following: - Deuce: One side of the activity area. - Advantage: Opposite side of the activity area. - Let: Turn and look at the teacher. - Ace: Students lay on the ground (or crouch down as low as they can if on an unforgiving surface). - Love: Students can stand up/relax. <i>Transition: Students get in pairs using the toe-to-toe method. The shorter student grabs two racquets and a ball.</i>	Modifications: If playing on a tennis court, use the service line and the net as locations students have to identify.
Learning Experience 1 Three Ball Challenge Crosscourt	15 min.	Students in pairs facing each other across the net/net tape with a racquet for each student and one ball per pair. 	Help students identify when to use a forehand or backhand stroke: - Student 1 begins the point with a serve (underhand toss), which is to land over the net crosscourt (diagonal) and in student 2's court. - Student 2 lets the ball bounce once and then returns the ball back over the net to student 1. - Student 1 lets the ball bounce once and then returns the ball back over the net to student 2; student 2 aims to catch the ball with their racquet after one bounce. - Play is stopped. This sequence is known as a three-ball play. - Continue the sequence, changing who serves each time. - Switch partners every five minutes.	Cues: - Ready position. - Aim, step and toss, tap gently. Modifications: - Have students aim to hit the ball so their partner is challenged to try and catch it. - Play the rally out after three shots. - Serve can be a bounce hit. Checks for understanding: - Teacher observes students' sequencing, making sure they are serving crosscourt (diagonal). - Ask students how many three-ball sequences they have been able to achieve.
Learning Experience 2 Tag Team Singles	20 min.	Form teams of four to seven students on opposite sides of the net. Each student has a racquet and two balls per team (store the extra ball in a safe place) and are in a single file line behind the baseline.	The first person in line on one team bounce hits a cooperative ball to the first person in line on the opposite side of the net and rotates to the end of the line. That person bounce hits a cooperative ball back to their opponent and rotates to the end of their line. - After two cooperative rallies, the point is played out until a mistake is made with each player rotating to the end of their line after they hit or attempt to hit the ball. - Continue to play the same team until the teacher blows the whistle. - The teacher will have all teams on the same side move one team to the right and play the same game against the new team.	Cues: - Ready position. - Side to target. - Aim to target. Modifications: - One side with racquets, one side tosses. - No racquets, each side tosses. - Start with cooperative game for longest rallies then change to competitive.
Closure	5 min.	Students sit facing the teacher.	Point out and emphasize students' use of space and strategy when returning the ball back to their opponent.	- What is created when a player moves their opponent on the court? - How does making the space larger change how the game is played?

LESSON 6

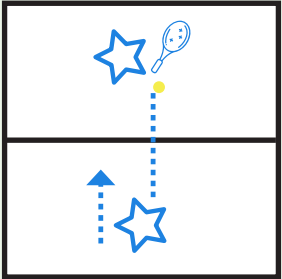


Lesson Name: Volley Frenzy	Unit Name & Lesson #: Lesson 6	Grade Level: 5 th & 6 th Grade	Lesson Length: 45 minutes
National Standards & Grade-Level Outcomes: Standard 1: S1.E13.5, S1.E24.5, S1.E16.5c, S1.M14.6, S1.M15.6, S1.M21.6 Standard 2: S2.E3.5a, S2.E5.5c, S2.M8.6 Standard 3: S3.E2.5 & S3.M5.6 Standard 4: S4.E1.5, S4.M1.6, S4.E2.5a, S4.E2.5b, S4.E4.5, S4.M4.6, S4.M5.6, S4.E6.5, S4.M7.6 Standard 5: S5.M6.6	Lesson Objective(s): Students will be able to hit the ball out of the air with a blocking motion.	Equipment Needed: • One ball per two students. • Pop-up nets, barrier tape, lowered volleyball nets.	
		Fun Fact: Arthur Ashe was the first African-American male to win the US Open. Althea Gibson was the first African-American female to win the U.S. Nationals, later named the US Open.	
Essential Question (related to objective): Why is it important to hit the ball out of the air without allowing it to bounce first?		Safety Considerations: Remind students of how to move in personal space with a racquet.	

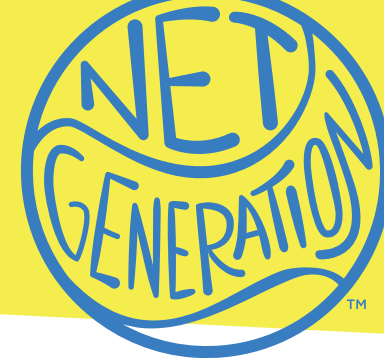
LESSON 6

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Instant Activity Happy Feet	5 min.	Students in pairs spread out around the play space.	- One student is the dodger and the other student is the tagger. - The tagger tries to touch the dodger's toes with their foot while the dodger tries to avoid being tapped. - The tagger counts the number of times they tapped the dodger's toes. - On the teacher's signal, change roles. <i>Transition: Students get into pairs with the person standing closest to them.</i>	Modifications: Students switch partners.
Learning Experience 1 Catch Tennis	10 min.	Students form pairs with both students on opposite sides of the net, two steps away from the net with one ball for the pair. 	A volley is a shot that is struck before the ball bounces. The volley can be explained to the students as a shot that is blocked with the racquet held firmly in the path of a ball. There is no swing or follow-through with the volley, and the ball is contacted out in front of the body. Teacher should demonstrate how to perform a volley. Components of the volley: - Hammer grip: The “hammer” grip is used for the volley. The wrist is held firm. - Split step: Small steps toward the ball with the upper half of the body slightly turned toward the target before contacting the ball. - Block: The ball is contacted in front of the body; the ball is blocked, not hit. There is no follow-through. (Students can choke up on the racquet or use two hands initially to develop control.) Volley progression: - Students take turns stepping forward and underhand-tossing to each other. - The catcher catches the ball with their hand shoulder height at their side and in front of their body. - Complete this sequence 10 times and then one partner retrieves a racquet. - One partner stands four steps back from the net (tossers) and their partner (volleyer) stands two steps from the net. - The tosser steps forward and tosses the ball underhand to the volleyer. - The volleyer blocks the ball with their racquet at shoulder height, at the side and in front of their body. - After completing the sequence 10 times, both sides swap roles, with the tosser becoming the volleyer, and the volleyer becoming the tosser. <i>Transition: Students continue to work with the same partner for the next activity.</i>	Cues: - Hammer grip, split step, block. Modifications: - Use a larger ball. - Provide targets on the court for the volleyer. Checks for understanding: - Ensure students are applying a block versus swinging the racquet. - See if the student tosses the ball so that the hitter is successful.

LESSON 6

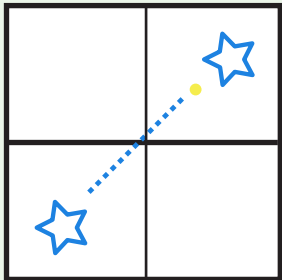
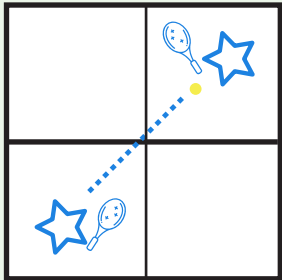
Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Learning Experience 2 Approach and Volley Cooperative	10 min.	Students working in pairs across a net or boundary tape with one racquet and one ball per pair. 	Teacher reviews split step: - A split step when you are at the net helps you get ready for the next shot. - The hitter (student 1) standing between the net and baseline, bounce-hits the ball (serves) over the net to the catcher, following the ball into the court and finishing at the net. - The catcher (student 2) standing on the baseline catches the ball after one bounce and returns (underhand-tosses) it back to the hitter. - The hitter (student 1) split-steps when they approach the net (provide a spot to jump on). - The hitter (student 1) aims to volley the ball back to the catcher (student 2). - After 10 approaches and volleys by the hitter, swap roles. <i>Transition: Students continue to work with the same partner. The partner without a racquet retrieves one.</i>	Cues: - Hammer grip, split step, block. Modifications: - Use a larger ball. - Provide targets on the court for the hitter. - Use the palm of the hand to volley versus a racquet. - Have the hitter start at the net. Checks for understanding: - Are students on their toes ready to move and get back in ready position? - Are students applying a block to the shot versus a swing? - Is the student tossing the ball so that the hitter is successful?
Learning Experience 3 Approach and Volley Competitive	15 min.	Students in pairs across a net or boundary tape, with one racquet per student and one ball per pair.	- Students continue with the approach and volley sequence except the catcher now has a racquet. - When the hitter volleys/blocks the ball, the catcher can now return the ball back and they can rally back and forth until a point is won. <i>Transition: Students return all equipment and sit in the middle of the activity area.</i>	Cues: - Recover to ready position. Modifications: - Have the hitter start at the net. - Use a throw for the serve. Checks for understanding: - Are students on their toes, ready to move and get back in ready position? - Are students applying a block to the shot versus a swing?
Closure	5 min.	Students seated in the middle of the activity area.	Discuss the purpose of a volley in tennis.	- Are volleys struck out of the air or after a bounce? - What is the purpose of a split step? - Is a volley more or less challenging to return than a groundstroke? - Why are volleys important shots to play?

LESSON 7

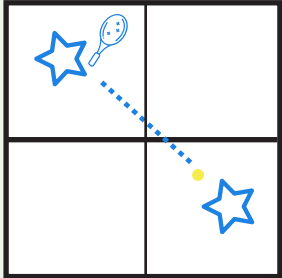
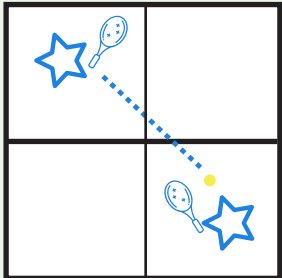


Lesson Name: Serve and Rally	Unit Name & Lesson #: Lesson 7	Grade Level: 5 th & 6 th Grade	Lesson Length: 45 minutes
National Standards & Grade-Level Outcomes: Standard 1: S1.E13.5, S1.E24.5, S1.E16.5c, S1.M14.6, S1.M15.6, S1.M21.6 Standard 2: S2.E3.5a, S2.E5.5c, S2.M8.6 Standard 3: S3.E2.5 & S3.M5.6 Standard 4: S4.E1.5, S4.M1.6, S4.E2.5a, S4.E2.5b, S4.E4.5, S4.M4.6, S4.M5.6, S4.E6.5, S4.M7.6 Standard 5: S5.M6.6	Lesson Objective(s): Students will be able to serve the ball underhand over the net to a partner.	Equipment Needed: • One racquet per student. • One ball per two students.	
		Fun Fact: The average age of Ball Boys/Girls at the US Open is 16. Every year, 275 of them are selected. They get free clothes, free food, and get to be on TV!	
Essential Question (related to objective): What is the purpose of the serve and why is it important?		Safety Considerations: Students should be reminded of how to move in personal space with a racquet and to be mindful of objects on the floor, like a target.	

LESSON 7

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Instant Activity Numbers, Numbers	3 min.	Students in open space.	- Students move in open space (using a locomotor skill that the teacher calls out). - When the teacher calls out a number (example: six), students need to quickly get into groups of six. - Teacher does a countdown from five; this is how much time students have to get into groups. - Students not in a group can make a smaller group. End with calling two so that students are in pairs for the next activity.	
Learning Experience 1 Catch the Ball Crosscourt	5 min.	Students form pairs on opposite sides of the net. 	Teacher provides the following instruction. - Student 1 serves (underhand-tosses) the ball from between the net and baseline crosscourt (diagonal), aiming to land the ball over the net and into student 2's play area. - Student 2 allows the ball to bounce once before catching and returning (underhand-tossing) the ball back over the net crosscourt to student 1; the rally continues. - The point ends and a new point begins if the ball lands outside the court space or if the ball lands in the net by way of an error. Reminders: - Remind students to step into the court after they serve. - Ensure a different student starts the serve each time. - Ensure students work cooperatively together to see how many rallies crosscourt they are able to achieve.	Cues: - Aim, step, serve, toss. Modifications: - Use a line on the ground as the "net." - Use a larger ball. - Increase/decrease the size of the court. - Allow students to rotate and toss the ball. Checks for understanding: - Are students successfully and repeatedly tossing and catching the ball crosscourt? - Are the students tossing the serve crosscourt?
Learning Experience 2 Three Ball Challenge Crosscourt	10 min.	Students on opposite sides on the net with one racquet and one ball per pair. 	- Student 1 begins the point with a serve (underhand toss), which is to land over the net crosscourt (diagonal) and in student 2's court. - Student 2 lets the ball bounce once and then returns the ball back over the net to student 1. - Student 1 lets the ball bounce once and then returns the ball back over the net to student 2; student 2 aims to catch the ball with their racquet after one bounce. - Play is stopped. This sequence is known as a three-ball play. - Continue the sequence, changing who serves each time. - Switch partners every five minutes.	Cues: - Ready position. - Aim, step and toss, tap gently. Modifications: - Have students aim to hit the ball so their partner is challenged to try and catch it. - Play the rally out after three shots. - Serve can be a bounce hit. Checks for understanding: - Teacher observes students' sequencing, making sure they are serving crosscourt (diagonal). - Ask students how many three-ball sequences they have been able to achieve.

LESSON 7

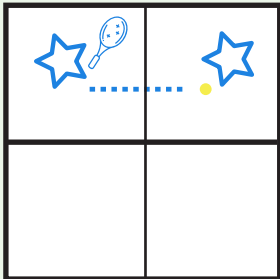
Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Learning Experience 3 Pinpoint Serves	7 min.	Students in pairs diagonal from each other across the net/net tape, with one racquet and one ball per pair. 	- Hold the racquet like a hammer. - Stand with feet apart (non-dominant side forward) with weight on the back foot. - Drop the ball, making contact before the ball bounces, and swing low to high shifting body weight to the front foot. - Student 1 underhand-serves the ball into their partner's side of the court, aiming to clear the net. - Student 2 allows the ball to bounce before catching the ball and underhand-tossing the ball back to student 1. - Student 1 serves the ball five times before they switch. <i>Transition: The shortest partner retrieves an additional racquet.</i>	Modifications: - Students throw overhand for a serve. - Increase/decrease the size of the court. - Serve straight ahead if there is a lack of play space. Checks for understanding: - Are students successfully underhand-serving the ball over the net? - Are the servers contacting the ball before it bounces? - Are students successfully catching off of one bounce? Quick assessment: - How many serves can a student successfully hit out of five (serves over the net that land crosscourt)?
Learning Experience 4 Pinpoint Serves Competition	15 min.	Students in pairs diagonal from each other across the net/net tape, with one racquet each and one ball per pair. 	- Student 1 underhand-serves and student 2 returns the serve with a groundstroke. - Student 1 catches the ball, and play is stopped. - Student 1 serves again, continuing the sequence. - After five serves, switch. - After two rounds of serve/return practice, allow students to rally after the serve until a point is scored. - Remind the catcher to be in ready position to be able to catch the serve. <i>Transition: Students put all equipment away and sit in the middle of the activity area.</i>	Cues: - Aim, serve, return, catch. Modifications: - Students throw for a serve. - Remove the return from the game. - Increase/decrease the size of the court. - Use a line on the ground as the "net." Checks for Understanding: - Is the server successfully serving the ball over the net? - Is the returner successfully returning the ball over the net? - Are the students having successful rallies after the return?
Closure	5 min.	Students seated in the middle of the activity area.	- Discuss the serve and its purpose. - Review the cues for an underhand serve.	- What is the purpose of the serve? - How does a player swing the racquet when serving? Was it challenging to connect with the ball? - How can a player use a serve to their advantage?

LESSON 8

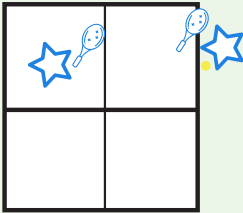


Lesson Name: Volley Combo	Unit Name & Lesson #: Lesson 8	Grade Level: 5 th & 6 th Grade	Lesson Length: 45 minutes
National Standards & Grade-level Outcomes: Standard 1: S1.E13.5, S1.E24.5, S1.E16.5c, S1.M14.6, S1.M15.6, S1.M21.6 Standard 2: S2.E3.5a, S2.E5.5c, S2.M8.6 Standard 3: S3.E2.5 & S3.M5.6 Standard 4: S4.E1.5, S4.M1.6, S4.E2.5a, S4.E2.5b, S4.E4.5, S4.M4.6, S4.M5.6, S4.E6.5, S4.M7.6 Standard 5: S5.M6.6	Lesson Objective(s): Students will be able to combine several shots, including the volley.	Equipment Needed: • One racquet per student. • One ball per two students.	Fun Fact: Rufus—a Harris Hawk—is stationed at Wimbledon to keep its sky clear of local pigeons.
Essential Question (related to objective): What is the purpose of hitting different types of shots?		Safety Considerations: Students should be reminded of how to move in personal space with a racquet.	

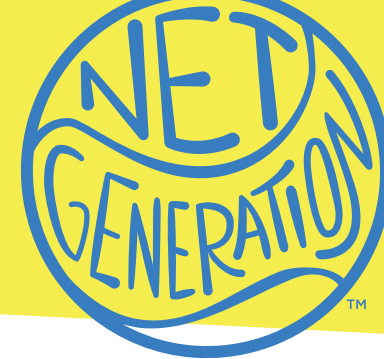
LESSON 8

Activity	Time	Organization	Skill & Activity Progressions	Checks For Understanding & Modifications
Instant Activity Toss, Catch, Tag	5 min.	Students find a partner and stand facing their partner, forming two parallel lines.	- Review ready position from the previous lesson. - Students use beanbags or red balls to toss back and forth with partners. - Identify a safe area or spot (e.g., a line or target). When the music stops or a whistle is blown, the student holding the ball attempts to reach the designated safe area before they are tagged. - Students must work within their own lanes when trying to tag their partner. <i>Transition: Use the same partners for the next activity.</i>	
Learning Experience 1 Toss, Volley, Catch	10 min.	Students in pairs facing each other across the net, with one ball and one racquet per pair. 	Review components of the volley: - Hammer grip: The “hammer” grip is used for the volley. The wrist is held firm. - Split step: Small steps toward the net while slightly rotating the upper half of the body to the target before contacting the ball. - Block: The ball is contacted in front of the body; the ball is blocked, not hit. There is no follow-through. (Students can choke up on the racquet or use two hands initially to develop control.) Teacher provides the following instructions: - Students form pairs, with one student on one side of the net between the net and baseline (tossers), and the other student at the net on the other side (volleyer). - Student 1 (tossers) steps forward and underhand-tosses the ball to the volleyer. - The volleyer blocks the ball out of the air and out in front of their body and returns the ball back to the tosser. - The tosser aims to catch the ball after one bounce. - Complete this sequence five times. - After completing the sequence five times, swap roles, with the tosser becoming the volleyer and the volleyer becoming the tosser. <i>Transition: The student without a racquet retrieves a racquet for the next activity.</i>	Cues: - Hammer grip, split step, block. Modifications: - Use a larger ball. - Provide targets on the court for the volleyer to encourage students to aim to various spaces on the court. - No racquets are used, and the volleyer must catch the ball. - Have the volleyer start between the net and baseline and move up to the net when the tosser throws. Checks for understanding: - Are students applying a block versus a swing? - Is the student tossing the ball so that the volleyer is successful?

LESSON 8

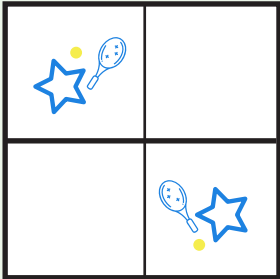
Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Learning Experience 2 Volley Villain	10 min.	Students in pairs facing one another across the net, with one student at the baseline (server) and the other student (volleyer) at the net. 	- Student 1 serves (bounce-hits) the ball over the net to the volleyer from the baseline. - The volleyer blocks the ball out of the air and out in front of their body, and sends the ball back to the server. - The point is then played out. - Play first to five points and then swap roles, with the server becoming the volleyer and the volleyer the server. <i>Transition: Students select a new partner.</i>	Cues: - Hammer grip, split step, block. Modifications: - Use a larger ball. - Provide targets on the court for the volleyer to encourage students to use various spaces on the court. - Play to fewer points. - Allow students to use an underhand serve. - Start with a toss or throw. Checks for understanding: - Are students applying a block to the shot versus a swing? - Is the student tossing the ball so that the volleyer is successful? Quick assessment: - Can you successfully hit five volleys in a row?
Learning Experience 3 Make Your Game	15 min.	Students in pairs each with a racquet and one ball per pair.	- Students design their own game of backyard tennis. - Students choose a partner to play against. - Students include a boundary and net, which will divide the space in half. - Students create their own rules. Things for students to consider: - Scoring systems. - Number of times the ball is allowed to bounce. - Shape and size of the boundary/court space. - Where students stand when serving, and what type of serve they use. - How many serves each student is allowed. <i>Transition: Students put all equipment away and take a seat in the middle of the activity area.</i>	Cues: - Face strings in the direction you want the ball to go, split step, block, back to ready position. Modifications: - Use a larger ball. - Increase/decrease the size of the court. - Use a line on the ground as the “net.” Checks for understanding: - Encourage students to use multiple shots (e.g., volley, forehand, backhand). - Review components of the underhand serve.
Closure	5 min.	Students seated in the middle of the activity area.	Students share the different rules they implemented.	- What different shots were used during the game? - What shots were most useful when trying to score points? - How did the rules change the way the game was played? - Were the rules adjusted after you started playing the game because it affected the quality of play?

LESSON 9

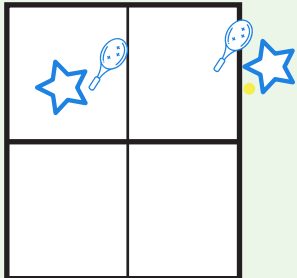
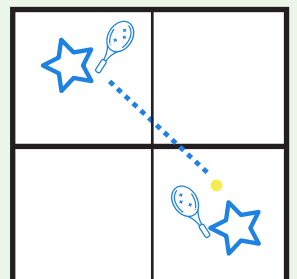


Lesson Name: Tactics and Strategy	Unit Name & Lesson #: Lesson 9	Grade Level: 5 th & 6 th Grade	Lesson Length: 45 minutes
National Standards & Grade-level Outcomes: Standard 1: S1.E13.5, S1.E24.5, S1.E16.5c, S1.M14.6, S1.M15.6, S1.M21.6 Standard 2: S2.E3.5a, S2.E5.5c, S2.M8.6 Standard 3: S3.E2.5 & S3.M5.6 Standard 4: S4.E1.5, S4.M1.6, S4.E2.5a, S4.E2.5b, S4.E4.5, S4.M4.6, S4.M5.6, S4.E6.5, S4.M7.6 Standard 5: S5.M6.6	Lesson Objective(s): Students will be able to use tactics and strategy in a game situation.	Equipment Needed: - One racquet per student. - One ball per student.	
		Fun Fact: In the beginning, tennis courts were hourglass-shaped. Rectangular courts have been in existence since 1875.	
Essential Question (related to objective): What do strategy and tactics look like in a game situation?		Safety Considerations: Students should be reminded of how to move in personal space with a racquet.	

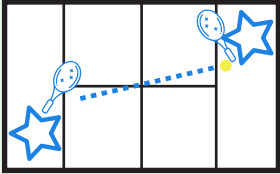
LESSON 9

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Instant Activity Triangle Tag	5 min.	Students in groups of four in open space.	- In groups of four, students select someone to be it, a tagger, 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. “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 “it” student is tagged, students can switch roles. <i>Transition: Students form pairs. Students each take a racquet and find a partner who had the same role as them in the last round (e.g., taggers find another tagger for a partner). Once students find a partner, they find their own personal space.</i>	Modifications: - Pause the activity if taggers are having trouble catching the “it” student, and have students switch roles. - Remind students not to grab clothing and only hold onto shoulders; do not link elbows.
Learning Experience 1 Play It Out	5 min.	Students in pairs facing each other across the net, each with a racquet and two balls per pair. 	Remind students to face the strings in the direction they want the ball to go. - Student 1 begins the point with an underhand serve from behind the baseline, landing over the net in student 2’s court. - If the first serve is not successful, then a second serve can be taken, which may be a bounce hit or overhand throw. (make sure the second ball is stored properly) - Student 2 lets the ball bounce once and then returns the ball back over the net to student 1’s court. - Student 1 moves to the ball and aims to keep the rally going by hitting the ball back. - Students make sure they call the ball in or out. - Students swap serves every two points. - Play first to 10 points. Encourage students to use multiple shots (e.g., volley, forehand, backhand). <i>Transition: Students remain with their partner. One partner gets a jump rope.</i>	Cues: - Ready position, serve. Modifications: - Only allow one serve. - Switch opponents after every match. Checks for understanding: - Are students successfully serving the ball crosscourt? - Are students successfully rallying the ball over the net?

LESSON 9

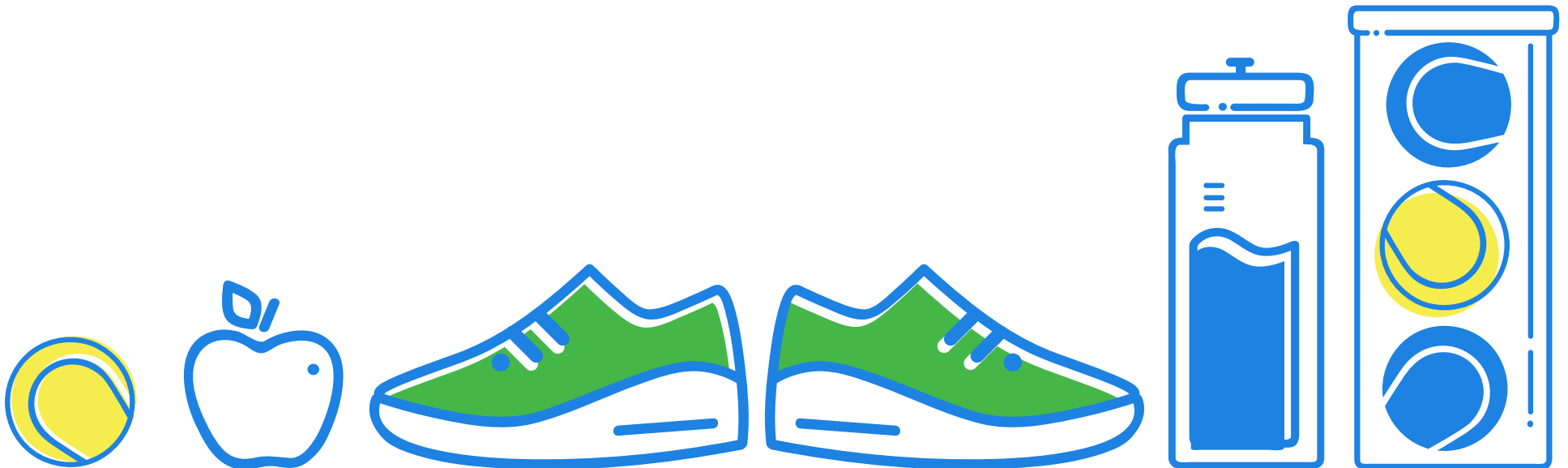
Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Learning Experience 2 Volley Villain	5 min.	Students in pairs facing one another across the net, with one student at the baseline (server) and the other student at the net. 	- Student 1 serves (bounce-hits) the ball over the net to the volleyer from the baseline. - The volleyer blocks the ball out of the air and out in front of their body, and sends the ball back to the server. - The point is then played out. - Play first to five points and then swap roles, with the server becoming the volleyer and the volleyer the server. <i>Transition: Students select a new partner.</i>	Cues: - Hammer grip, split step, block. Modifications: - Use a larger ball. - Provide targets on the court for the volleyer, to encourage students to use various spaces on the court. - Play to fewer points. - Allow students to use an underhand serve. - Start with a toss or throw. Checks for understanding: - Are students applying a block to the shot versus a swing? - Is the student tossing the ball so that the volleyer is successful?
Learning Experience 3 Pinpoint Serves Competition	10 min.	Students in pairs diagonal from each other across the net/net tape, with one racquet each and one ball per pair. 	- Student 1 underhand-serves and student 2 returns the serve with a groundstroke. - Student 1 catches the ball, and play is stopped. - Student 1 serves again, continuing the sequence. - After five serves, switch. - After two rounds of serve/return practice, allow students to rally after the serve until a point is scored. - Remind the catcher to be in ready position to be able to catch the serve. <i>Transition: Students put all equipment away and sit in the middle of the activity area.</i>	Cues: - Aim, serve, return, catch. Modifications: - Students throw for a serve. - Remove the return from the game. - Increase/decrease the size of the court. - Use a line on the ground as the “net.” Checks for Understanding: - Is the server successfully serving the ball over the net? - Is the returner successfully returning the ball over the net? - Are the students having successful rallies after the return?

LESSON 9

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Learning Experience 4 Zoo Keeper	15 min.	Students in pairs with one racquet each and one ball per pair. 	Students assume different roles for the game: Bears, Bulls, Rabbits, and Mosquitos. Bear role - Plays points by using power and hitting the ball deep from the baseline. The bear tries to hit winners and force their opponent to make errors and lose the point. Bull role - Plays points by trying to get to the net whenever possible. The bull tries to hit volleys and end points quickly, which makes it difficult for their opponent to get the ball back or they are forced to make a mistake. Rabbit role - Plays points by scampering around the court covering a lot of area. The rabbit takes no risks and stays near the baseline hitting the ball high, safe and deep into their opponent's court until their opponent makes an error. Mosquito role - Plays points by scampering around the court and making their opponent play the same way. The mosquito tries to hit sneaky, crafty shots (such as angles) and returns to spaces that make their opponents run and move a lot. They can be known as risk takers. Teacher provides the following instructions: - Students decide what character they would like to be, then choose an opponent. - Students stand on opposite sides of the net in an activity area designed by the students. - Student 1 begins the point with an underhand serve over the net crosscourt and into student 2's play area. - If the first serve is unsuccessful, then a bounce-hit second serve can be played. - Student 2 allows the ball to bounce once before returning the ball back over the net. - The rally continues (with the students taking on their character roles) until a mistake is made. - Switch server after every two serves. - Play first to seven points with an advantage of two points to win the game. - At the end of the game, students should shake their opponent's hand and ask them what character they they they were playing.	Modifications: - Teacher selects roles for students. - Students are allowed to switch roles during the game. - Play against students who are the same animal. Checks for understanding: - Encourage students to use multiple shots (e.g., volley, forehand, backhand). - Have students identify what shots they are using.

LESSON 9

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Closure	5 min.	Students in the middle of the activity area seated.	Students share what animal they used and ask questions to check for understanding.	- Why did each student choose the character they played? - How can strategies and tactics help when playing tennis? - What are some of each student's own tactics and strategies when playing tennis?

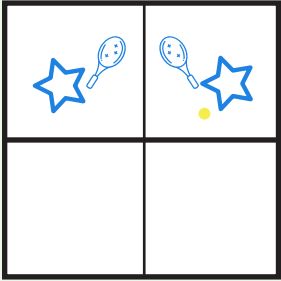


LESSON 10

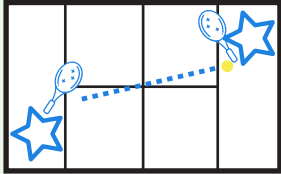


Lesson Name: Play Your Way	Unit Name & Lesson #: Lesson 10	Grade Level: 5 th & 6 th Grade	Lesson Length: 45 minutes
National Standards & Grade-level Outcomes: Standard 1: S1.E13.5, S1.E24.5, S1.E16.5c, S1.M14.6, S1.M15.6, S1.M21.6 Standard 2: S2.E3.5a, S2.E5.5c, S2.M8.6 Standard 3: S3.E2.5 & S3.M5.6 Standard 4: S4.E1.5, S4.M1.6, S4.E2.5a, S4.E2.5b, S4.E4.5, S4.M4.6, S4.M5.6, S4.E6.5, S4.M7.6 Standard 5: S5.M6.6	Lesson Objective(s): • Students will be able to begin to apply previous skills during a tennis match. • Majority of students will score competent on the backhand assessment.	Equipment Needed: • One racquet per student. • One ball per two students.	Fun Fact: Clay, hard, grass, carpet, and wood are the five types of court surfaces used in professional tennis.
Essential Question (related to objective): What skills did you use for your game to be successful?	Safety Considerations: Make sure students do not leave materials around the play space and that they maintain the space between games.		

LESSON 10

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Instant Activity Partner Challenges	5 min.	Students in pairs in open space.	- Students perform the following quick partner challenges. Each challenge should be one minute or less. - Sit Down/Stand Up: Partners start seated back to back with elbows linked. Students try to stand up together at the same time without unlinking elbows. - Toe Fencing: Students hold each other's shoulders while trying to touch their partner's shoe with their foot. Don't let go of each other's shoulders! - Rock, Paper, Scissors Tag: Students play Rock, Paper, Scissors; the losing student completes five jumping jacks while the winning student flees. If caught, play again. - Switch partners after each challenge. <i>Transition: Students find their Sit Down/Stand Up partner.</i>	
Learning Experience 1 What's Your Record (Rally)?	5 min.	Students in pairs facing each other across the net, each with a racquet and one ball per pair. 	- Students bounce-hit the ball back and forth to each other over the net in the play area or an area defined by the students. - Students see how many cooperative rallies in the play area they are able to achieve in five minutes.	Cues: - Ready position, low to high swing, bounce hit. Modifications: - Use larger ball. - Increase/decrease the distance. Checks for understanding: - Are students successfully rallying the ball over the net? - Are students using the appropriate groundstroke, depending on what side the ball is hit?

LESSON 10

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Key End Game Singles Challenge	30 min.	Students in pairs facing each other across the net, each with a racquet and one ball per pair. 	- Opponents stand on opposite sides of the net in a play space designed by the students. - To start a match, students decide who is going to serve first and from which court end. This is performed by spinning a racquet, tossing a coin asking heads or tails, or playing a game of Rock, Paper, Scissors. - The student who wins decides if they would like to serve or receive, or if they would like a particular end. - If they choose to serve, then their opponent can choose the end; if they choose the end, then their opponent can choose who will serve first. - Matches are best of three; first to seven points with an advantage of two. - Students serve an underhand serve, crosscourt as the first serve; if their first serve is unsuccessful, they may use a bounce-hit second serve. - Students take turns at serving; each student serves two points. - Only one bounce is permitted. - Students keep score. - At the end of the match, students shake hands with their opponents. - If time permits, they can challenge another opponent.	Cues: - For serve, feet apart, drop the ball, shift weight, hit before the bounce. - For return, low to high swing, short backswing. Modifications: - Allow students to adapt rules after the game is started (if current rules do not allow the game to be successful). - Teacher decides partners. - Play three eight-minute matches then switch opponents. - If students are having difficulty making rules, teacher can assist. Checks for understanding: - Students are successfully rallying the ball. - Students are following and understand the rules.
Closure	5 min.	Students seated in the middle of the activity area.	Teacher facilitates discussion by asking students questions.	- What are some strategies learned over the course of the unit that were used today? - Where did students try to hit the ball? - What tips should someone be given when trying a backhand? (Teacher can replace backhand with other skills taught.) - Why is the volley an effective tactic to use in tennis? - Do students think they would feel comfortable playing tennis on their own in their neighborhoods?

ASSESSMENT

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Backhand Assessment	10 min.	Students in pairs; each student has a racquet, a ball, and pair has one jump rope to create a line on the ground.	- Students practice the backhand groundstroke with a partner for a couple of minutes. - Student 1 tosses the ball over the net (jump rope) on the backhand side to student 2. - Student 2 backhands the ball back to student 1. - Student 1 tosses the ball to student 2 ten times, then roles switch. - Once students finish, they rally back and forth practicing forehand and backhand until all assessments have been completed.	

Level	Form and Accuracy
3 (Proficient)	Consistently uses a correct grip and faces with their dominant side to the target, moving the racquet low to high. 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 correct grip and faces with their dominant side to the target moving the racquet low to high. 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 correct grip and faces with their dominant side to the target moving the racquet low to high. Strikes the ball less than three times over the line in a manner so that their partner can catch it easily.