



# PHYSICAL EDUCATION TENNIS CURRICULA

STANDARDS-BASED, COMPREHENSIVE,  
TURNKEY LESSON PLANS

GRADES K-4





## WELCOME TO NET GENERATION!

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

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

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

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

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

A handwritten signature in black ink, appearing to read "James 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-8 school settings. By aligning with the SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education, the Net Generation curriculum provides a foundation for tennis instruction that can meet the needs of all students.

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

Welcome to Net Generation!

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

Fran Cleland  
SHAPE America President



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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 student's 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 toward the key end game.

### Be prepared to revisit (repeat activities)

At this stage, students need enjoyable, noncompetitive skill practice. Teachers should provide opportunities 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 Kindergarten 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 Kindergarten stage and may enjoy trying activities from the Grades 1-2 stage.

# 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.
  - o 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.
  - o 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.
  - o 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.



# OVERVIEW



## OTHER FEATURES OF THE LESSON

### Teaching cues

Teaching cues are provided to assist teachers in reinforcing the essential elements of skill development with 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, and change the speed or way in which the student is moving.

### 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 students' learning and skill acquisition.

### Quick assessment

Quick assessments are another way that teachers can informally assess students' learning by having them 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 Kindergarten stage also contains a formal assessment rubric to measure students' competency as it relates 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.

# 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 students' learning and promote their 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 long or how many steps you can take while balancing a beanbag.

## Fun facts

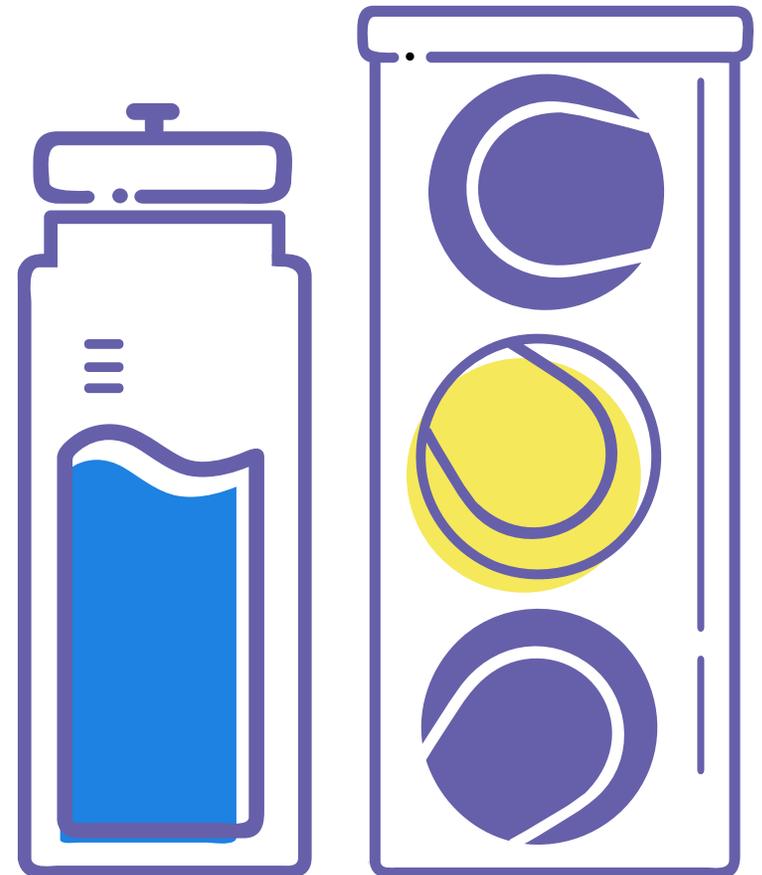
Specific facts that students may find fun or interesting are provided throughout the curriculum.

## Transitions

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

## Safety

Throughout the Kindergarten stage, students become aware of personal and general space. It is important for students to gain an understanding of how to maximize their personal space, while being aware of other students in the activity area.



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



## CURRICULUM BAND SUMMARY

In the Kindergarten stage, students are introduced to fundamental movement concepts and racquet handling.

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

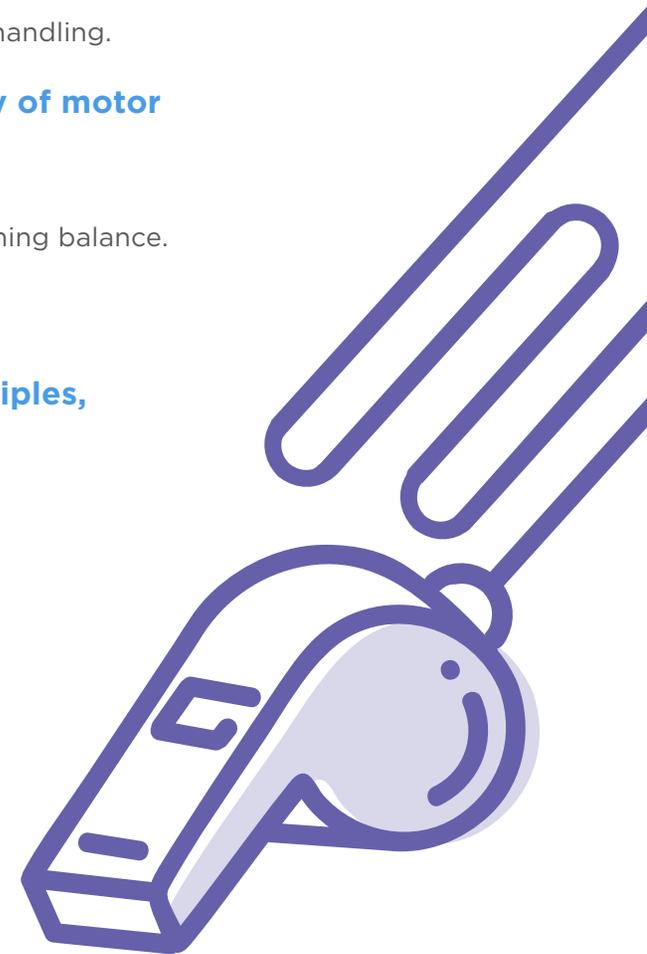
- Hopping, galloping, running, sliding, skipping
  - (S1.E1.K) Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.
- Balance
  - (S1.E7.Ka) Maintains momentary stillness on different bases of support.

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

- Space
  - (S2.E1.Ka) Differentiates between movement in personal (self-space) and general space.
- Pathways, Shapes, Levels
  - (S2.E2.K) Travels in three different pathways.
- Speed, Direction, Force
  - (S2.E3.K) Travels in general space with different speeds.

### **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
  - (S3.E2.K) Actively participates in physical education class.



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



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

- Personal Responsibility
  - (S4.E1.K) Follows directions in group settings (e.g., safe behaviors, following rules, taking turns).
  - (S4.E2.K) Acknowledges responsibility for behavior when prompted.
- Accepting Feedback
  - (S4.E3.K) Following instructions/directions when prompted.
- Working with Others
  - (S4.E4.K) Shares equipment and space with others.
- Rules & Etiquette
  - (S4.E5.K) Recognizes the established protocols for class activities.
- Safety
  - (S4.E6.K) Follows teacher's directions for safe participation and proper use of equipment, with minimal reminders.

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

- Health
  - (S5.E1.K) Recognizes that physical activity is important for good health.
- Challenge
  - (S5.E2.K) Acknowledges that some physical activities are challenging/difficult.
- Self-Expression & Enjoyment
  - (S5.E3.Ka) Identifies physical activities that are enjoyable.
  - (S5.E3.Kb) Discusses the enjoyment of playing with friends.

KEY	
Player	
Ball	
Racquet	
Hula Hoop	
Cone	
Beanbag	

# SKILLS SUMMARY

## MOVEMENT SKILLS

### LOCOMOTOR

Running, skipping, hopping, galloping and sliding.

### STABILITY

Static and dynamic balance.

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, foam paddles and small 19- or 21-inch tennis racquets.

### 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 Kindergarten stage.

On completion of the Kindergarten stage, the key end game is Mirror Challenge.

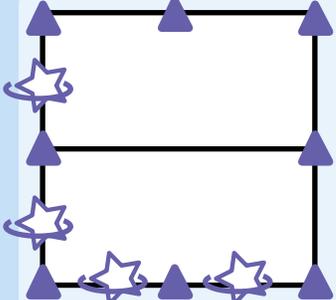
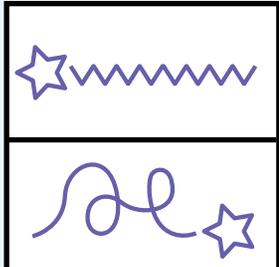
Mirror Challenge is an activity in which students work in partners to lead each other in different pathways (combination of straight, zig-zag, winding, etc.). Students navigate different pathways in the activity area, while demonstrating different locomotor skills with the racquet in their hand.

# LESSON 1



<b>Lesson Name:</b> Moving Through Pathways	<b>Unit Name &amp; Lesson #:</b> Purple Lesson 1	<b>Grade Level:</b> Kindergarten	<b>Lesson Length:</b> 30 minutes
<b>National Standards &amp; Grade-Level Outcomes:</b>  Standard 2: S2.E1.Ka (Space); S2.E2.K (Pathways, Shapes, Levels); S2.E3.K (Speed, Direction, Force)  Standard 3: S3.E2.K (Engages in Physical Activity)  Standard 4: S4.E1.K & S4.E2.K (Personal Responsibility); S4.E3.K (Accepting Feedback); S4.E4.K (Working with Others); S4.E5.K (Rules & Etiquette); S4.E6.K (Safety)  Standard 5: S5.E1.K (Health); S5.E2.K (Challenge); S5.E3.Ka/Kb (Self-Expression & Enjoyment)	<b>Lesson Objective(s):</b>  Students will develop spatial awareness by exploring different pathways.		<b>Equipment Needed:</b> <ul style="list-style-type: none"><li>• One hula hoop per student.</li><li>• Cones.</li><li>• Chalk and tape to create pathways.</li><li>• Prior to lesson, teacher is to tape/create pathways.</li></ul> <b>Fun Fact:</b>  Tennis balls were originally white.
<b>Essential Question (related to objective):</b>  What is personal space? What is general space? How can I move inside the cones without touching anyone else?		<b>Safety Considerations:</b>  Students will need to understand personal space in order to move freely through the activity area.	

# LESSON 1

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Instant Activity My House</p>	<p>10 min.</p>	<p>Teacher will mark out a space with cones to designate boundaries within the activity area.</p> <p>Teacher will make students aware of the boundaries.</p> <p>Ask all students to start by standing on a boundary line within a hula hoop.</p> 	<p>While students are standing on the boundary line, the teacher will explain and demonstrate the difference between personal and general space. Have each student step into a hula hoop and hold it at waist height. Explain that the hula hoop represents their personal space.</p> <ul style="list-style-type: none"> <li>To start the activity, the teacher will ask students to step inside and outside the boundary line calling in and out.</li> <li>Next, the students will follow a leader around the boundary line. The teacher can ask the students to “freeze” to check if students are maintaining their personal space. Once students can move efficiently with the hula hoop, ask students to put the hula hoop away and repeat the activity without the hula hoop.</li> <li>Lastly, the teacher will direct students to walk and find their own space inside the boundary. On signal, students will drop their hula hoops, look for and move to open space around the hoops. Repeat several times.</li> </ul> <p><i>Transition: Direct all students to spread out and stand on a line while maintaining their personal space.</i></p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>Keep your eyes up, stay in personal space, waist height, walking.</li> </ul> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>Provide each student with a hula hoop to help identify their personal space.</li> <li>Ask student to point to open general space prior to moving.</li> <li>Ask students to move at different speeds or levels (high, low).</li> </ul>
<p>Learning Experience 1 Discovery Path</p>	<p>15 min.</p>	<p>Prior to the start of class, the teacher will draw or tape various pathways (straight, zig-zag, winding, spiral) throughout the activity area.</p> <p>Students will spread out throughout the activity area and maintain their personal space.</p> 	<p>Have students start by standing on a line in the activity area. Direct students to follow the line and change direction when the line does. If they approach another person going the opposite direction, then the student should be directed to change direction again.</p> <ul style="list-style-type: none"> <li>Next, direct all students to the zig-zag pathway on the ground and demonstrate how to walk through the pathway. Ask students to follow a leader through that pathway. After all students have had an opportunity to try walking through the zig-zag pathway, ask students to draw a zig-zag pathway of their own and move along it.</li> <li>Repeat the zig-zag pathway activities using winding and spiral pathways.</li> </ul> <p><i>Transition: Direct all students to move to the middle of the activity area.</i></p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>Keep your eyes up, walking, move forward, stay in personal space.</li> </ul> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>Ask students to move like different animals through the pathways.</li> <li>Ask students to move at different speeds or levels (high, low).</li> </ul> <p><b>Checks for understanding:</b></p> <ul style="list-style-type: none"> <li>Ask students to demonstrate moving through the different pathways.</li> <li>What is the difference between moving in a straight path versus a different pathway? High versus low?</li> </ul>

# LESSON 1

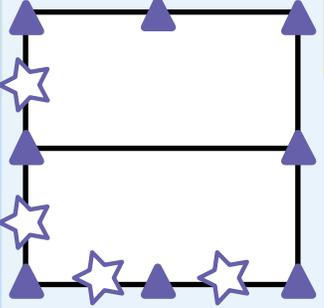
Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Closure	5 min.	Students are gathered in front of the teacher.	Review the difference between personal and general space with students.	<ul style="list-style-type: none"><li>• Who can show me one way we moved today?</li><li>• What were you focusing on while you were moving today? Why?</li><li>• Ask for students to demonstrate moving in three different pathways.</li><li>• Why is it important to stay in your own personal space?</li></ul>

# LESSON 2

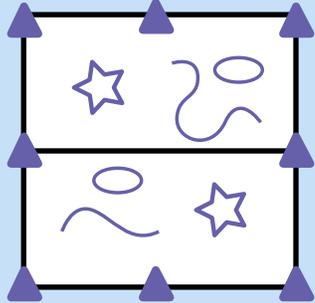


<b>Lesson Name:</b> Moving with Obstacles	<b>Unit Name &amp; Lesson #:</b> Purple Lesson 2	<b>Grade Level:</b> Kindergarten	<b>Lesson Length:</b> 30 minutes
<b>National Standards &amp; Grade-Level Outcomes:</b>  Standard 2: S2.E1.Ka (Space); S2.E2.K (Pathways, Shapes, Levels); S2.E3.K (Speed, Direction, Force)  Standard 3: S3.E2.K (Engages in Physical Activity)  Standard 4: S4.E1.K & S4.E2.K (Personal Responsibility); S4.E3.K (Accepting Feedback); S4.E4.K (Working with Others); S4.E5.K (Rules & Etiquette); S4.E6.K (Safety)  Standard 5: S5.E1.K (Health); S5.E2.K (Challenge); S5.E3.Ka/Kb (Self-Expression & Enjoyment)	<b>Lesson Objective(s):</b>  Students will develop spatial awareness by exploring different pathways and moving through obstacles.	<b>Equipment Needed:</b> <ul style="list-style-type: none"><li>• One hula hoop per student.</li><li>• Cones.</li><li>• Materials to create safe obstacles in the activity areas—jump ropes, hula hoops, tape, chalk, etc.</li><li>• Prior to lesson, teacher is to create pathways around the activity area.</li></ul>	<b>Fun Fact:</b>  Arthur Ashe was the first African American to win the US Open.  Althea Gibson was the first African American female to win the US Nationals, later named the US Open.
<b>Essential Question (related to objective):</b>  How can I move safely without touching anyone else or stepping on objects?		<b>Safety Considerations:</b>  Students will need to understand personal space in order to move freely through the activity area, as well as how to move without stepping on objects.	

# LESSON 2

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Instant Activity Toe-to-Toe</p>	<p>5 min.</p>	<p>Teacher will mark out a space with cones to designate boundaries within the activity area.</p> <p>Teacher will make students aware of the boundaries.</p> 	<p>While students are standing on the boundary line, the teacher will review the difference between personal and general space.</p> <ul style="list-style-type: none"> <li>The teacher will ask students to step inside and outside the boundary line calling in and out.</li> <li>Next, the teacher will direct the students to move freely within the boundary. On signal, the teacher will direct students to find the nearest partner and stand toe-to-toe with that person. Students who cannot find a partner within two giant steps walk quickly to the center of the activity area to find a partner. The goal is to find a partner as quickly as possible.</li> <li>The teacher will direct students to walk freely in the activity area again and on signal, find a new partner to stand toe-to-toe with. This activity will allow them to practice getting in partners using the toe-to-toe method.</li> </ul> <p><i>Transition: Call out the four seasons and have students get into four groups based on the season they were born in. Assign each group to an activity area.</i></p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>Keep your eyes up, stay in personal space, waist height, walking.</li> </ul> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>Provide each student with a hula hoop to help identify their personal space.</li> <li>Ask students to point to open general space prior to moving.</li> <li>Ask students to move at different speeds or levels (high, low).</li> <li>Ask students to travel using a variety of locomotor skills (running, galloping, hopping, etc.).</li> </ul>

# LESSON 2

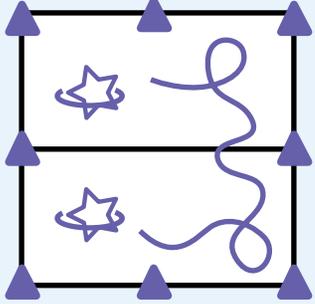
Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 1</p> <p>Obstacle Course</p>	<p>10 min.</p>	<p>Divide the activity area into four different areas and create four groups of students.</p> <p>Each group will be assigned to one of the activity areas.</p> <p>Each activity area should be designated with boundaries (cones, tape, etc.), and have various obstacles spread out within it (jump-ropes, hula hoops, etc.).</p> <p>Students must stay in their assigned area,</p>	<p>Students will be directed to walk around their activity area without stepping into the materials and create their own pathways.</p> <p><i>Transition: Direct all students to form a line in the middle of the activity area.</i></p> 	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>Walk, maintain personal space, watch your step.</li> </ul> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>Change the way the students move in and around the area such as on their toes, taking little strides, etc.</li> <li>Change how fast students move with slow and faster movements.</li> <li>Allow students to change the configuration of the obstacles in their area.</li> <li>Rotate students through the different activity areas, so that they are exposed to a variety of obstacles.</li> </ul> <p><b>Checks for understanding:</b></p> <ul style="list-style-type: none"> <li>Observe student's movement. Are they stepping on the pathway materials?</li> <li>How does the speed of your movement change how you move through the obstacles?</li> </ul>
<p>Learning Experience 2</p> <p>Follow the Leader</p>	<p>10 min.</p>	<p>Same organization as Learning Experience 1.</p> <p>Ask all students to gather back together to start the activity by forming a line behind a leader.</p>	<p>Whole group activity: In a line, led by a student, students will walk, and move in and out of obstacles.</p> <p>Students are directed to return to their assigned activity areas. One student is to be the leader from each group, while the other students form a line behind and follow the leader. Students will walk and move in and out of obstacles. Repeat the activity with the opportunity for all students to become the leader.</p> <p><i>Transition: Direct all students to move to the middle of the activity area.</i></p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>Walking, follow the leader, keep your eyes up, maintain personal space.</li> </ul> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>Change the way the students move in and around the area such as on their toes, taking little strides, etc.</li> <li>Change how fast students move with slow and faster movements.</li> <li>Rotate students through the different activity areas, so that they are exposed to a variety of obstacles.</li> </ul> <p><b>Checks for understanding:</b></p> <ul style="list-style-type: none"> <li>Students are following the leader in the group.</li> <li>Students are changing leaders on teacher's cue.</li> </ul>
<p>Closure</p>	<p>5 min.</p>	<p>Students will gather in front of the teacher.</p>	<p>Ask for students to demonstrate how to move safely through general space, while maintaining their own personal space and avoiding obstacles.</p>	<p>What were you focusing on while you were moving today? Why?</p> <p>Why is it important to stay in your own personal space?</p>

# LESSON 3

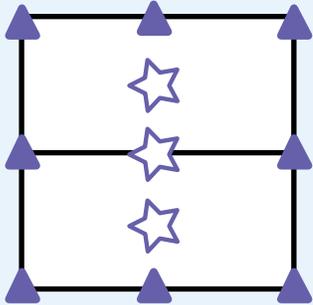


<b>Lesson Name:</b> Side Shuffle Slide	<b>Unit Name &amp; Lesson #:</b> Purple Lesson 3	<b>Grade Level:</b> Kindergarten	<b>Lesson Length:</b> 30 minutes
<p><b>National Standards &amp; Grade-Level Outcomes:</b></p> <p>Standard 1: S1.E1.K (Hopping, Galloping, Sliding, Skipping)</p> <p>Standard 2: S2.E1.Ka (Space); S2.E2.K (Pathways, Shapes, Levels); S2.E3.K (Speed, Direction, Force)</p> <p>Standard 3: S3.E2.K (Engages in Physical Activity)</p> <p>Standard 4: S4.E1.K &amp; S4.E2.K (Personal Responsibility); S4.E3.K (Accepting Feedback); S4.E4.K (Working with Others); S4.E5.K (Rules &amp; Etiquette); S4.E6.K (Safety)</p> <p>Standard 5: S5.E1.K (Health); S5.E2.K (Challenge); S5.E3.Ka/Kb (Self-Expression &amp; Enjoyment)</p>	<p><b>Lesson Objective(s):</b></p> <p>Students will demonstrate how to move safely through personal and general space.</p> <p>Students will demonstrate a variety of locomotor movement, including sliding, while moving through general space.</p>	<p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"><li>• One hula hoop per student.</li><li>• Cones.</li><li>• Tape to create alphabet letters.</li><li>• Prior to the lesson, the teacher will tape letters of the alphabet around the activity area.</li></ul>	<p><b>Fun Fact:</b></p> <p>The term “Love” is used in the scoring system of tennis.</p>
<p><b>Essential Question (related to objective):</b></p> <p>How do I move safely while sliding so that I do not touch anyone else?</p> <p>Why is sliding important in tennis?</p>		<p><b>Safety Considerations:</b></p> <p>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.</p>	

# LESSON 3

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Instant Activity Toe-to-Toe</p>	<p>5 min.</p>	<p>Teacher will mark out a space with cones to designate boundaries within the activity area.</p> <p>Teacher will make students aware of the boundaries.</p> <p>Ask students to start by standing toe-to-toe with a partner.</p> 	<p>While students are standing on the boundary line, the teacher will review the difference between personal and general space.</p> <ul style="list-style-type: none"> <li>To start the activity, all students will be provided a hula hoop to stand inside, with it being held at waist height. The teacher will ask students to stand toe-to-toe with a partner.</li> <li>Next, the students will be directed to move with their partner in different pathways (straight, zig-zag, winding), while moving in their hula hoop. The teacher can ask the students to “freeze” to check if students are maintaining their personal space.</li> <li>Change leaders in-between each pathway.</li> </ul> <p><i>Transition: Have students put away their hula hoops. Direct students to stand in their own personal space, near the middle of the activity area.</i></p>	<p><b>Cue:</b></p> <ul style="list-style-type: none"> <li>Keep your eyes up.</li> </ul> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>Provide each student with a hula hoop to help identify their personal space.</li> <li>Ask student to point to open general space prior to moving.</li> <li>Ask students to move at different speeds or levels (high, low).</li> </ul>
<p>Learning Experience 1 Alphabet Slide</p>	<p>10 min.</p>	<p>Prior to the lesson the teacher will tape letters of the alphabet around the activity area.</p> <p>Students will spread out throughout the activity area, with each student standing near a letter.</p>	<p>Review the essential elements and teaching cues for the slide.</p> <p>Instruct students to practice sliding along a letter of the alphabet. Once they have completed a letter, find another letter to try.</p> <p><i>Transition: Direct all students to move to the middle of the activity area.</i></p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>Step-close, slide on letter, step-close but feet don't touch.</li> </ul> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>Partner alphabet slide-work together with a partner to spell different words while sliding along the letters.</li> </ul> <p><b>Checks for understanding:</b></p> <ul style="list-style-type: none"> <li>Ask students how sliding is different than walking, jogging and running.</li> <li>In what type of activity or game would you need to use the slide?</li> <li>See Formal Assessment:             <ul style="list-style-type: none"> <li>Student competency in sliding should be assessed by Lesson 10.</li> </ul> </li> <li>The following 3 pt. rubric on page 34 can be used to complete a pre- and post-assessment.</li> </ul>

# LESSON 3

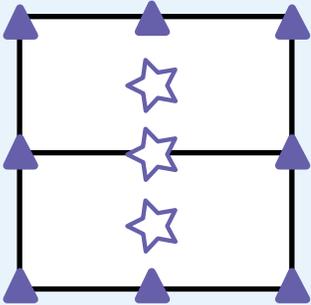
Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 2 In, Out, All About</p>	<p>10 min.</p>	<p>Teacher will mark out a space with cones to designate boundaries within the activity area.</p> <p>Teacher will make students aware of the boundaries.</p> <p>Ask students to stand fairly close together in the center of the activity area.</p> 	<p>Teacher uses cues (in, out, all about) to direct students to move throughout the activity area.</p> <ul style="list-style-type: none"> <li>When the teacher calls “in,” students move forward. When the teacher calls “out,” the students move backward diagonally, keeping their eyes forward. When the teacher calls “all about,” students can move freely in the designated space.</li> <li>Teacher directs students to move as listed above, but using a variety of locomotor skills—skipping, galloping, hopping, sliding.</li> </ul> <p><i>Transition: Have students spread out and find a letter of the alphabet to stand on.</i></p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>Maintain personal space, keep your eyes up.</li> <li>Sliding: Step-close.</li> </ul> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>Select students to serve as the leader and have them call out “In, Out, All About.”</li> <li>Change speed of calls.</li> <li>Essential elements for students to be aware of when sliding: step-close action, maintain a side orientation without twisting hips, same foot leading, sliding without losing continuity of the action.</li> </ul> <p><b>Checks for understanding:</b></p> <ul style="list-style-type: none"> <li>Ask students to point in the direction they are intending to move, prior to moving.</li> <li>Discuss how sliding helps students move while playing.</li> </ul>
<p>Closure</p>	<p>5 min.</p>	<p>Students will gather in front of the teacher.</p>	<p>Ask for students to demonstrate how to move safely through general space, while maintaining their own personal space and avoiding obstacles.</p>	<p>What were you focusing on while you were moving today? Why? Why is it important to stay in your own personal space?</p>

# LESSON 4



<b>Lesson Name:</b> Hugging and Grounding	<b>Unit Name &amp; Lesson #:</b> Purple Lesson 4	<b>Grade Level:</b> Kindergarten	<b>Lesson Length:</b> 30 minutes
<b>National Standards &amp; Grade-Level Outcomes:</b>  Standard 1: S1.E1.K (Hopping, Galloping, Sliding, Skipping)  Standard 2: S2.E1.Ka (Space); S2.E2.K (Pathways, Shapes, Levels); S2.E3.K (Speed, Direction, Force)  Standard 3: S3.E2.K (Engages in Physical Activity)  Standard 4: S4.E1.K & S4.E2.K (Personal Responsibility); S4.E3.K (Accepting Feedback); S4.E4.K (Working with Others); S4.E5.K (Rules & Etiquette); S4.E6.K (Safety)  Standard 5: S5.E1.K (Health); S5.E2.K (Challenge); S5.E3.Ka/Kb (Self-Expression & Enjoyment)	<b>Lesson Objective(s):</b>  Students will demonstrate a variety of locomotor skills while maintaining personal space.  Students will be able to demonstrate how to safely handle a tennis racquet.		<b>Equipment Needed:</b> <ul style="list-style-type: none"><li>• One racquet per student.</li></ul> <b>Fun Fact:</b> <p>The first tennis racquets were made of wood.</p>
<b>Essential Question (related to objective):</b>  How do you “hug” the racquet?  How do you “ground” the racquet?  How do you move safely around the racquet?		<b>Safety Considerations:</b>  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.	

# LESSON 4

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Instant Activity</p> <p>In, Out, All About</p>	<p>5 min.</p>	<p>Teacher will mark out a space with cones to designate boundaries within the activity area.</p> <p>Teacher will make students aware of the boundaries.</p> <p>Ask students to stand fairly close together in the center of the activity area.</p> 	<p>When the teacher calls “in,” the students move forward. When the teacher calls “out,” the students move backward diagonally, keeping their eyes forward. When the teacher calls “all about,” students can move freely in the designated space.</p> <ul style="list-style-type: none"> <li>Teacher directs students to move as listed above, but using a variety of locomotor skills—skipping, galloping, hopping and sliding.</li> </ul> <p><i>Transition: Direct all students to get a racquet and find their own personal space in the activity area.</i></p>	<p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>Ask students to point in the direction they are intending to move, prior to moving.</li> </ul>
<p>Learning Experience 1</p> <p>Meet My Racquet</p>	<p>5 min.</p>	<p>Students are spread throughout the activity area with one racquet per student.</p>	<p>Introduce the racquet:</p> <ul style="list-style-type: none"> <li>Explain and practice “hug the racquet”: Crossing your arms and hugging the racquet (this is used if instructions are 30 seconds or less).</li> <li>Explain and practice “grounding the racquet”: Placing the racquet on the floor (this is used if instructions are longer than 30 seconds).</li> </ul> <p><i>Transition: Direct all students to ground their racquet.</i></p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>Hug, ground, personal space.</li> </ul> <p><b>Modification:</b></p> <ul style="list-style-type: none"> <li>Perform activity without racquets and with students’ hands out in front of them.</li> </ul> <p><b>Checks for understanding:</b></p> <ul style="list-style-type: none"> <li>Students are maintaining personal space now that they have a racquet in hand.</li> <li>Students are demonstrating the proper way to hug and ground the racquet.</li> </ul>

# LESSON 4

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Learning Experience 2 Simon Says	10 min.	Students are spread out throughout the activity area with one racquet per student.  Students start by standing beside the “grounded racquet.”	<ul style="list-style-type: none"> <li>• Review the importance of sliding.</li> <li>• 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.</li> <li>• 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).</li> </ul> <p><i>Transition: Direct all students to put their racquets away and move to the middle of the activity area.</i></p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>• Hug, ground, personal space.</li> </ul> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>• Have students see who can ground the racquet by being the most quiet.</li> </ul> <p><b>Checks for understanding:</b></p> <ul style="list-style-type: none"> <li>• Ask students to demonstrate sliding while moving with a racquet.</li> </ul>
Closure	5 min.	Students gather in front of the teacher.  Students return their racquets.	Ask students to demonstrate how to properly hug and ground the racquet.	<ul style="list-style-type: none"> <li>• Ask if someone can explain “hugging the racquet.”</li> <li>• Ask if someone can explain “grounding the racquet.”</li> <li>• Why are “hugging” and “grounding” the racquet important?</li> </ul>

# LESSON 5



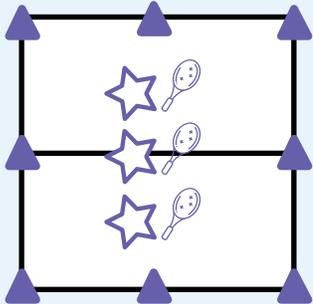
<b>Lesson Name:</b> Moving with the Racquet	<b>Unit Name &amp; Lesson #:</b> Purple Lesson 5	<b>Grade Level:</b> Kindergarten	<b>Lesson Length:</b> 30 minutes
<b>National Standards &amp; Grade-Level Outcomes:</b>  Standard 1: S1.E1.K (Hopping, Galloping, Sliding, Skipping)  Standard 2: S2.E1.Ka (Space); S2.E2.K (Pathways, Shapes, Levels); S2.E3.K (Speed, Direction, Force)  Standard 3: S3.E2.K (Engages in Physical Activity)  Standard 4: S4.E1.K & S4.E2.K (Personal Responsibility); S4.E3.K (Accepting Feedback); S4.E4.K (Working with Others); S4.E5.K (Rules & Etiquette); S4.E6.K (Safety)  Standard 5: S5.E1.K (Health); S5.E2.K (Challenge); S5.E3.Ka/Kb (Self-Expression & Enjoyment)	<b>Lesson Objective(s):</b>  Students will be able to move with the racquet while maintaining personal space.		<b>Equipment Needed:</b> <ul style="list-style-type: none"><li>• One racquet per student.</li></ul> <b>Fun Fact:</b>  Tennis is an Olympic sport and can be played by wheelchair users.
<b>Essential Question (related to objective):</b>  How do I properly hold my racquet?  How do I move safely with my racquet?		<b>Safety Considerations:</b>  Students will need to understand personal space in order to move freely though the activity area while holding a racquet, as well as have an understanding of how to change direction safely.	

# LESSON 5

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Instant Activity</p> <p>Peaks &amp; Valleys</p>	<p>5 min.</p>	<p>Teacher scatters cones randomly throughout the activity area.</p> <p>Students scatter throughout the activity area, maintaining their personal space.</p>	<ul style="list-style-type: none"> <li>• Teacher instructs students to travel through the activity area by sliding. They may slide in either direction (right or left).</li> <li>• As students pass by cones that are standing up, they should use their hand to tip them over.</li> <li>• As students pass by cones that are tipped over, they should use their hand to stand the cones back up with the shake-hands, palm-up grip and palm-down grip.</li> </ul> <p><i>Transition: Direct each student to get a racquet and find their own personal space in the activity area.</i></p>	<p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>• Remind students to avoid collisions with others by maintaining their personal space and respecting the personal space of others.</li> </ul>
<p>Learning Experience 1</p> <p>Meet My Racquet</p>	<p>5 min.</p>	<p>Students are spread throughout the activity area with one racquet per student.</p>	<ul style="list-style-type: none"> <li>• Review and practice “hug the racquet”—crossing your arms and hugging the racquet (this is used if instructions are 30 seconds or less).</li> <li>• Review and practice “grounding the racquet”—placing the racquet and the ball on the floor (this is used if instructions are longer than 30 seconds).</li> <li>• Introduce how to properly hold a racquet with the shake-hands palm-up and palm-down grip.</li> </ul> <p><i>Transition: Direct students to spread out in the middle of the activity area, with their racquet grounded next to them.</i></p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>• Shake-hands, palm-up, palm-down.</li> </ul> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>• Use foam racquet.</li> <li>• Perform activities without racquet.</li> </ul> <p><b>Checks for understanding:</b></p> <ul style="list-style-type: none"> <li>• Students are maintaining personal space now that they have a racquet in hand</li> <li>• Students are demonstrating palm-up, palm-down.</li> </ul>

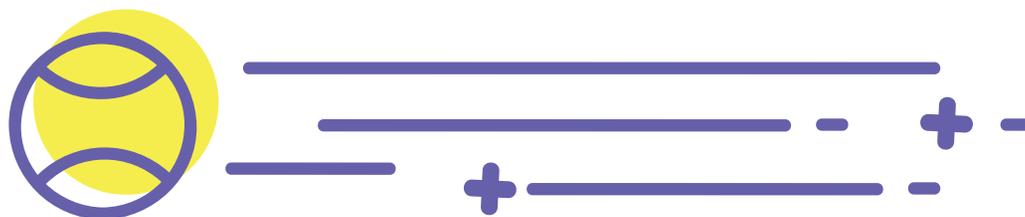


# LESSON 5

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 2 In, Out, All About with a Racquet</p>	<p>10 min.</p>	<p>Teacher will mark out a space with cones to designate boundaries within the activity area.</p> <p>Teacher will make students aware of the boundaries.</p> <p>Every student has a racquet.</p> <p>Ask students to stand fairly close together in the center of the activity area.</p> 	<ul style="list-style-type: none"> <li>Teacher uses cues (in, out, all about) to direct students to move throughout the activity area. During the activity, teacher should direct students to hug, ground, hold the racquet with palm up, and hold the racquet with palm down.</li> <li>When the teacher calls “in,” the students move forward. When the teacher calls “out,” the students move backward diagonally, keeping their eyes forward. When the teacher calls “all about,” students can move freely in the designated space.</li> <li>Teacher directs students to move as listed above, but using a variety of locomotor skills—skipping, galloping, hopping and sliding.</li> </ul> <p><i>Transition: Direct all students to move to one boundary line and hug their racquet.</i></p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>Hug, ground, palm-up, palm-down, personal space.</li> </ul> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>Ask students to point in the direction they are intending to move, prior to moving.</li> <li>Select students to serve as the leader and have them call out “in, out, all about.”</li> </ul> <p><b>Checks for understanding:</b></p> <ul style="list-style-type: none"> <li>Are students maintaining personal space?</li> <li>Are students performing the correct locomotor movement?</li> </ul>
<p>Learning Experience 3 Red Light, Green Light</p>	<p>5 min.</p>	<p>Students are standing on a starting line, with their racquet in hand.</p> <p>Students are working in pairs, one with a racquet and the other without.</p>	<ul style="list-style-type: none"> <li>Student with the racquet will stand in front of partner.</li> <li>Student without the racquet will follow their partner throughout the activity.</li> <li>When the teacher says “green light” students move toward the finish line, while holding their racquet. If the teacher calls “red light,” the students must freeze. If a student is caught moving when “red light” is called, then they move back to the starting line.</li> <li>Have students switch roles and play again.</li> </ul> <p><i>Transition: Direct students to gather in the middle of the activity area.</i></p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>Stop, go, freeze.</li> </ul> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>Change the way the students move toward the finish line—galloping, skipping, sliding, etc.</li> <li>Change how the student is supposed to hold the racquet while moving—hugging, palm up, palm down.</li> <li>Have students serve as the leader for calling out “red light, green light.”</li> </ul> <p><b>Checks for understanding:</b></p> <ul style="list-style-type: none"> <li>Are students moving in a controlled manner with the racquet?</li> <li>How is the racquet affecting their movement?</li> </ul>

# LESSON 5

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Closure	5 min.	<p>Students gather in front of the teacher.</p> <p>Students return their racquet.</p>	<ul style="list-style-type: none"> <li>Ask students to demonstrate how to “hug,” “ground,” and move with the racquet.</li> </ul> <p><i>Transition: Direct students to put away their racquet prior to lining up to leave class.</i></p>	<ul style="list-style-type: none"> <li>Does your personal space “bubble” change when you have a racquet?</li> <li>Once your personal space “bubble” gets bigger, how do you move differently?</li> <li>What should you pay attention to when moving with a racquet?</li> </ul>

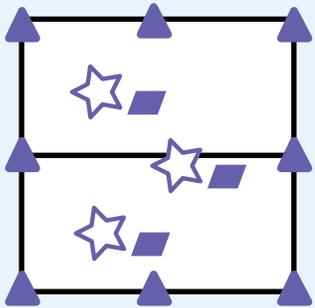


# LESSON 6



<b>Lesson Name:</b> Balance Challenge	<b>Unit Name &amp; Lesson #:</b> Purple Lesson 6	<b>Grade Level:</b> Kindergarten	<b>Lesson Length:</b> 30 minutes
<p><b>National Standards &amp; Grade-level Outcomes:</b></p> <p>Standard 1: S1.E1.K (Hopping, Galloping, Sliding, Skipping); S1.E7.Ka (Balance)</p> <p>Standard 2: S2.E1.Ka (Space); S2.E2.K (Pathways, Shapes, Levels); S2.E3.K (Speed, Direction, Force)</p> <p>Standard 3: S3.E2.K (Engages in Physical Activity)</p> <p>Standard 4: S4.E1.K &amp; S4.E2.K (Personal Responsibility); S4.E3.K (Accepting Feedback); S4.E4.K (Working with Others); S4.E5.K (Rules &amp; Etiquette); S4.E6.K (Safety)</p> <p>Standard 5: S5.E1.K (Health); S5.E2.K (Challenge); S5.E3.Ka/Kb (Self-Expression &amp; Enjoyment)</p>	<p><b>Lesson Objective(s):</b></p> <p>Students will be able to balance an object on their body, as well as on a short-handled implement.</p>	<p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"><li>• One beanbag per student.</li><li>• One racquet per student.</li></ul>	<p><b>Fun Fact:</b></p> <p>The shortest tennis match lasted 20 minutes.</p>
<p><b>Essential Question (related to objective):</b></p> <p>How does the way I move change how I am able to balance an object?</p>		<p><b>Safety Considerations:</b></p> <p>Students will need to understand personal space in order to move freely through the activity area while holding a racquet, as well as have an understanding of how to change direction safely.</p>	

# LESSON 6

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Instant Activity Get There</p>	<p>5 min.</p>	<p>Students are to stand in a line side by side leaving space to move.</p> <p>Teacher directs student movements throughout the space.</p>	<p>Remind students to avoid collisions with others by maintaining their personal space and respecting the personal space of others.</p> <p>Teacher instructs students to travel by:</p> <ul style="list-style-type: none"> <li>• Walk toward an area and walk back.</li> <li>• Jog toward an area and jog back.</li> <li>• Tippy-toe toward an area and jog back.</li> <li>• Take giant strides toward an area and stride back.</li> <li>• Take tiny shuffles toward an area and stride back.</li> <li>• Hop on one foot toward an area and hop back on the other foot.</li> <li>• Soar like an eagle toward an area and soar back.</li> <li>• Flap like a hummingbird toward an area and back.</li> </ul> <p><i>Transition: Direct each student to get a beanbag and find their own personal space in the activity area.</i></p>	
<p>Learning Experience 1 Balance Challenge</p>	<p>10 min.</p>	<p>Students are spread throughout the activity area with one beanbag per student.</p> 	<ul style="list-style-type: none"> <li>• Students are instructed to balance the beanbag on different parts of their body while standing still (head, foot, hand, etc.).</li> <li>• Next, students are instructed to walk with the beanbag balanced on their head. The teacher then calls “freeze” and the students stop and try to balance in place. On the teacher’s signal, the students continue to walk.</li> <li>• Teacher calls “change direction” and the students change the direction they are walking in with the shake-hands, palm-up grip and palm-down grip.</li> <li>• Teacher calls “toes” and the students touch their toes while balancing the beanbag on their head.</li> </ul> <p><i>Transition: Direct each student to get a racquet, and then return to being spread throughout the activity area with their racquet and beanbag.</i></p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>• Balance, move slowly, keep your eyes up, freeze.</li> </ul> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>• Students try to balance the beanbag on their head or hand while moving.</li> <li>• Add movement variations—high, low, fast or slow.</li> <li>• Teacher to provide options of difficulty including balance a beanbag while standing on one foot, balancing on your shoulder, etc.</li> <li>• Reminds students to keep their eyes up to maintain awareness of their personal space.</li> </ul> <p><b>Checks for understanding:</b></p> <ul style="list-style-type: none"> <li>• Are students able to balance a beanbag on different parts of their body successfully?</li> </ul> <p><b>Quick assessment:</b></p> <ul style="list-style-type: none"> <li>• Can students keep the beanbag balanced on a body part for five seconds while standing still?</li> <li>• Can a student take five steps while balancing the beanbag on their head or hand?</li> </ul>

# LESSON 6

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Learning Experience 2 Meet My Racquet Balance Challenge	10 min.	Students are spread throughout the activity area with one racquet and beanbag per student.	<ul style="list-style-type: none"> <li>Review and practice “hug the racquet”—crossing your arms and hugging the racquet (this is used if instructions are 30 seconds or less).</li> <li>Review and practice “grounding the racquet”—placing the racquet and the ball on the floor (this is used if instructions are longer than 30 seconds).</li> <li>Review how to properly hold a racquet with the shake-hands and palm-up grip.</li> <li>Teacher instructs students to place the bean bag on their racquet and balance, while repeating the activities from Learning Experience 1.</li> </ul> <p><i>Transition: Direct students to gather in the middle of the activity area.</i></p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>Shake-hands.</li> <li>Palm-up, palm-down.</li> <li>Remind students of personal space now that they have a racquet in hand.</li> </ul> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>Remove the racquet and have student move through motions without it.</li> <li>Use a different object in place of the beanbag such as a yarn ball.</li> <li>Remove the beanbag.</li> </ul> <p><b>Checks for understanding:</b></p> <ul style="list-style-type: none"> <li>Are the students demonstrating control?</li> <li>Are students able to move in a controlled manner with a racquet, and object on racquet?</li> </ul>
Closure	5 min.	Students should return their racquets.  Students gather in front of the teacher.	<ul style="list-style-type: none"> <li>Review how to balance the beanbag on the racquet.</li> </ul> <p><i>Transition: Direct students to put away their racquets and beanbags prior to lining up to leave class.</i></p>	<ul style="list-style-type: none"> <li>What should you pay attention to when trying to balance the beanbag on their body?</li> <li>What do you need to do in order to balance the beanbag on the racquet successfully?</li> </ul>

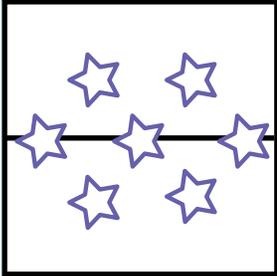


# LESSON 7



<b>Lesson Name:</b> <b>Beanbag Balance While Moving</b>	<b>Unit Name &amp; Lesson #:</b> <b>Purple Lesson 7</b>	<b>Grade Level:</b> <b>Kindergarten</b>	<b>Lesson Length:</b> <b>30 minutes</b>
<p><b>National Standards &amp; Grade-level Outcomes:</b></p> <p>Standard 1: S1.E1.K (Hopping, Galloping, Sliding, Skipping); S1.E7.Ka (Balance)</p> <p>Standard 2: S2.E1.Ka (Space); S2.E2.K (Pathways, Shapes, Levels); S2.E3.K (Speed, Direction, Force)</p> <p>Standard 3: S3.E2.K (Engages in Physical Activity)</p> <p>Standard 4: S4.E1.K &amp; S4.E2.K (Personal Responsibility); S4.E3.K (Accepting Feedback); S4.E4.K (Working with Others); S4.E5.K (Rules &amp; Etiquette); S4.E6.K (Safety)</p> <p>Standard 5: S5.E1.K (Health); S5.E2.K (Challenge); S5.E3.Ka/Kb (Self-Expression &amp; Enjoyment)</p>	<p><b>Lesson Objective(s):</b></p> <p>Students will be able to explain and demonstrate the importance of maintaining personal space while moving with a racquet.</p> <p>Students will be able to balance an object on their body, as well as on a short-handled implement.</p>	<p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>• One racquet per student.</li> <li>• One beanbag per student.</li> <li>• Chalk and tape to create pathways.</li> <li>• Prior to the lesson, the teacher will create pathways throughout the activity area (zig-zag, spiral, winding, straight).</li> </ul>	<p><b>Fun Fact:</b></p> <p>The longest tennis match took 11 hours and 5 minutes to complete.</p>
<p><b>Essential Question (related to objective):</b></p> <p>How do I move safely while moving with a racquet?</p> <p>How does the way I move change when I balance an object on a racquet?</p>		<p><b>Safety Considerations:</b></p> <p>Students will need to understand personal space in order to move freely through the activity area while holding a racquet, as well as have an understanding of how to change direction safely.</p>	

# LESSON 7

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Instant Activity Blast-Off</p>	<p>10 min.</p>	<p>Teacher will mark out a space with cones to designate boundaries within the activity area.</p> <p>Teacher will make students aware of the boundaries.</p> <p>Students scatter throughout the activity area, maintaining their personal space.</p> 	<ul style="list-style-type: none"> <li>• The teacher begins a countdown for blast-off, starting from 10 and after one calls “blast-off.”</li> <li>• Students scatter themselves in the designated area when blast-off is called.</li> <li>• After three seconds the teacher calls “freeze” and all students stand still in a pose.</li> <li>• Teacher repeats this sequence.</li> </ul> <p><i>Transition: Direct students to get a racquet and a beanbag, and to find their own personal space in the activity area.</i></p>	<p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>• Have students use a beanbag.</li> <li>• When the teacher calls “freeze,” students freeze and balance a bean bag on a body part of their choice.</li> <li>• Ask students to make shapes with their bodies after blast-off.</li> <li>• Change the defined activity area making it bigger or smaller.</li> <li>• The blast-off becomes hops, skips, gallops, slides or quick walking movements, not running.</li> </ul>
<p>Learning Experience 1 Review Meet My Racquet Balance Challenge</p>	<p>5 min.</p>	<p>Students are spread throughout the activity area with one racquet and beanbag per student.</p>	<ul style="list-style-type: none"> <li>• Review and practice “hugging the racquet”—crossing your arms and hugging the racquet (this is used if instructions are 30 seconds or less).</li> <li>• Review and practice “grounding the racquet”—placing the racquet and the ball on the floor (this is used if instructions are longer than 30 seconds).</li> <li>• Introduce how to properly hold a racquet with the shake-hands and palm-up grip, palm-down grip.</li> <li>• Teacher instructs students to place the bean bag on their racquet, repeating the activities from Lesson 6, Learning Experience 1.</li> </ul>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>• Shake-hands, palm-up, palm-down, hug, ground, balance.</li> </ul> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>• Have the students balance the beanbag on their hand (palm and back of hand).</li> </ul> <p><b>Checks for understanding:</b></p> <ul style="list-style-type: none"> <li>• Are students maintaining personal space now that they have a racquet in hand?</li> </ul> <p><b>Quick assessment:</b></p> <ul style="list-style-type: none"> <li>• Can students keep the beanbag balanced on the racquet for 10 seconds while standing still?</li> </ul>

# LESSON 7

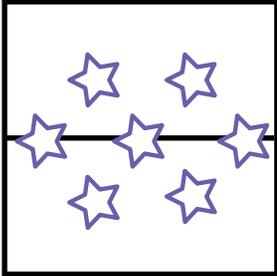
Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 2</p> <p>Balance the Egg</p>	<p>10 min.</p>	<p>Students are spread throughout the activity area with one racquet and beanbag per student.</p>	<ul style="list-style-type: none"> <li>Teacher instructs students to move freely throughout the activity area by balancing the beanbag on the racquet.</li> <li>Next, teacher instructs students to move along the different pathways that are taped on the ground.</li> </ul> <p><i>Transition: Direct students to gather in the middle of the activity area.</i></p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>Keep moving, personal space, eyes up.</li> </ul> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>Ask students to balance the beanbag on their racquet while moving through different pathways.</li> <li>Ask students to move at different speeds or levels (high, low).</li> <li>Ask students to balance the beanbag on the racquet while moving with different locomotor skills (skipping, hopping, etc.).</li> </ul> <p><b>Checks for understanding:</b></p> <ul style="list-style-type: none"> <li>Are students successfully moving through different pathways while balancing a beanbag on their racquet?</li> </ul> <p><b>Quick assessment:</b></p> <ul style="list-style-type: none"> <li>Can students keep the beanbag balanced on the racquet while taking 10 steps?</li> <li>How many steps can they keep it balanced for while performing different locomotor movements?</li> </ul>
<p>Closure</p>	<p>5 min.</p>	<p>Students gather in front of the teacher.</p> <p>Students return their racquets.</p>	<p><i>Transition: Direct students to put away their racquets and beanbags.</i></p>	<ul style="list-style-type: none"> <li>Have a student demonstrate how to move in personal space with a racquet and beanbag.</li> <li>What should you pay attention to when trying to balance the beanbag on your racquet while moving?</li> <li>Is it more or less difficult to balance the beanbag while moving?</li> </ul>

# LESSON 8



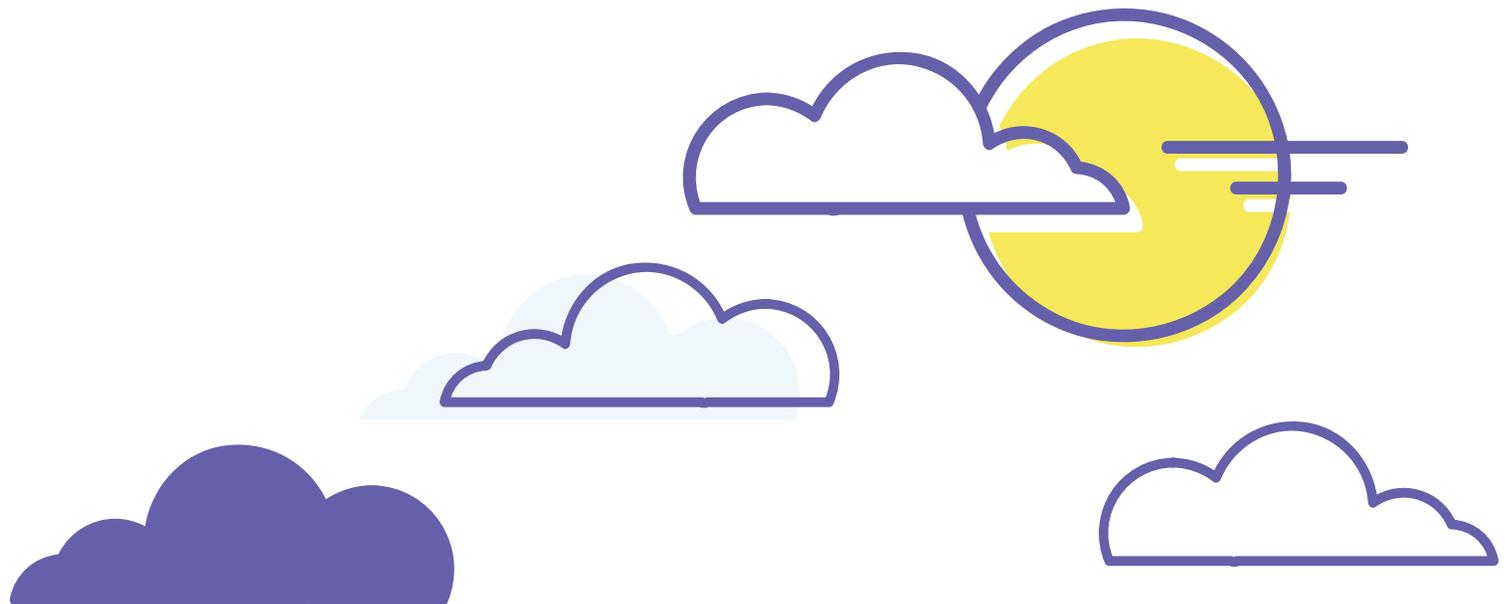
<b>Lesson Name:</b> <b>Mirror Challenge</b>	<b>Unit Name &amp; Lesson #:</b> <b>Purple Lesson 8</b>	<b>Grade Level:</b> <b>Kindergarten</b>	<b>Lesson Length:</b> <b>30 minutes</b>
<p><b>National Standards &amp; Grade-Level Outcomes:</b></p> <p>Standard 1: S1.E1.K (Hopping, Galloping, Sliding, Skipping); S1.E7.Ka (Balance)</p> <p>Standard 2: S2.E1.Ka (Space); S2.E2.K (Pathways, Shapes, Levels); S2.E3.K (Speed, Direction, Force)</p> <p>Standard 3: S3.E2.K (Engages in Physical Activity)</p> <p>Standard 4: S4.E1.K &amp; S4.E2.K (Personal Responsibility); S4.E3.K (Accepting Feedback); S4.E4.K (Working with Others); S4.E5.K (Rules &amp; Etiquette); S4.E6.K (Safety)</p> <p>Standard 5: S5.E1.K (Health); S5.E2.K (Challenge); S5.E3.Ka/Kb (Self-Expression &amp; Enjoyment)</p>	<p><b>Lesson Objective(s):</b></p> <p>Students will apply knowledge of spatial awareness while demonstrating a variety of locomotor skills, balance and fundamental racquet handling during class activities.</p>	<p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"><li>• One racquet per student.</li><li>• One beanbag per student.</li><li>• Chalk and tape to create pathways.</li><li>• Prior to the lesson, the teacher will create pathways throughout the activity area.</li></ul>	<p><b>Fun Fact:</b></p> <p>Venus and Serena Williams became the first set of sisters ever to win Olympic gold medals in tennis.</p>
<p><b>Essential Question (related to objective):</b></p> <p>What do I need to think about when following my partner?</p> <p>How does combining movement, balance, and being aware of my own personal space help me in tennis?</p>		<p><b>Safety Considerations:</b></p> <p>Students will need to understand personal space in order to move freely through the activity area while holding a racquet, as well as have an understanding of how to change direction safely.</p>	

# LESSON 8

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
Instant Activity Eagles	10 min.	<p>Teacher will mark out a space with cones to designate boundaries within the activity area.</p> <p>Teacher will make students aware of the boundaries.</p> <p>Students scatter throughout the activity area, maintaining their personal space.</p> 	<ul style="list-style-type: none"> <li>Students put their arms out and “fly” like eagles throughout the activity area.               <ul style="list-style-type: none"> <li>Students must be careful not to collide (or touch) other eagles by maintaining their personal space.</li> </ul> </li> <li>When the teacher says “land,” students gently lay down on their stomachs on the floor, like a plane at rest.</li> <li>When the teacher says “take off,” students jump up and resume “flying” throughout the play area.</li> </ul> <p><i>Transition: Direct students to quickly find a partner by standing toe-to-toe with another student as fast as possible.</i></p>	<p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>Vary the ways in which students move throughout the activity area (hopping, skipping, galloping).</li> <li>Vary the speed in which students move throughout the activity area—slow, medium, fast.</li> <li>Students can kneel instead of laying down.</li> </ul>
Learning Experience 1 Mirror Challenge	5 min.	<p>Students are in partners and spread throughout the activity area.</p> <p>Teacher draws or tapes various pathways on the ground (zig-zag, spiral, winding, straight).</p>	<ul style="list-style-type: none"> <li>One student is to lead the other student in different pathways. Then change leaders.</li> </ul> <p><i>Transition: Ask the partner who is the tallest to get two racquets and two beanbags and then return to their space with their partner.</i></p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>Follow the leader, stay on path, move forward.</li> </ul> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>Ask students to move at different speeds or levels (high, low).</li> <li>Ask students to move using different locomotor.</li> </ul>

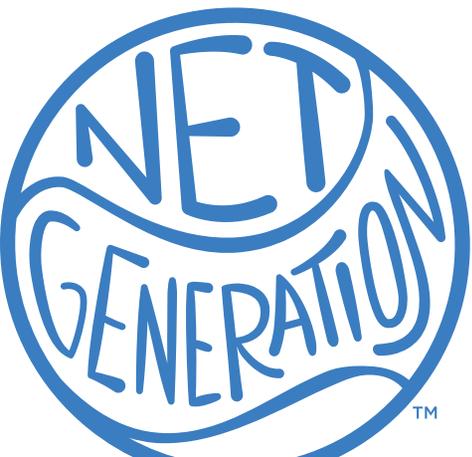
# LESSON 8

Activity	Time	Organization	Skill & Activity Progressions	Checks for Understanding & Modifications
<p>Learning Experience 2 Mirror with Racquet</p>	<p>10 min.</p>	<p>Students are in partners and spread throughout the activity area. Each student has a beanbag and a racquet.</p> <p>Teacher draws or tapes various pathways on the ground (zig-zag, spiral, winding, straight).</p>	<ul style="list-style-type: none"> <li>One student is to lead the other student in different pathways, while balancing a beanbag on their racquet. Then change leaders.</li> </ul> <p><i>Transition: Direct students to gather in the middle of the activity area.</i></p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>Personal space, eyes up, control.</li> </ul> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>Ask students to move at different speeds or levels (high, low).</li> <li>Ask students to move using different locomotor skills (skipping, sliding, etc.).</li> </ul> <p><b>Checks for understanding:</b></p> <ul style="list-style-type: none"> <li>Are students moving in a controlled manner?</li> <li>How does changing the pathway change your movement, and how you balance the beanbag on your racquet?</li> </ul>
<p>Closure</p>	<p>5 min.</p>	<p>Students gather in front of the teacher.</p> <p>Students return their racquets.</p>	<ul style="list-style-type: none"> <li>Ask students to demonstrate how to follow a partner while balancing the beanbag on the racquet.</li> </ul> <p><i>Transition: Direct students to put away their racquets and beanbags prior to lining up to leave class.</i></p>	<ul style="list-style-type: none"> <li>What should you pay attention to when trying to maintain your personal space and follow your partner?</li> <li>Did you need to do anything differently to balance the beanbag on your racquet while moving?</li> </ul>



# ASSESSMENT

Level	1. Form	2. Consistency of Action
<b>3 (Proficient)</b>	Displays all the selected essential elements with fluid motion.	Slides smoothly without losing continuity of the action.
<b>2 (Competent)</b>	Slides with three of the selected essential elements: <ul style="list-style-type: none"> <li>a. Step-close but feet do not touch.</li> <li>b. Maintains a side orientation without twisting hips.</li> <li>c. Same foot leading.</li> <li>d. Brief period of non-support.</li> </ul>	Slides without or only occasionally losing continuity of the action.
<b>1 (Needs Improvement)</b>	Slides with two or fewer essential elements.	Stops sliding action or falls down.





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