**EQUIPMENT**
- 1 tennis ball per student
- 1 box for balls
- 1 tennis racket per student.
- 3 racket boxes

**LESSON OUTCOMES:**
- Demonstrate a shake hands grip.
- Control a ball on the racket.
- Bounce a ball on the ground with the racket with control.

**BEFORE CLASS SET-UP:**
- Place tennis ball box on sideline near teacher.
- Place 3 racket boxes next to ball box.

### ACTIVITY (Time)
<table>
<thead>
<tr>
<th>HEALTH-RELATED PHYSICAL ACTIVITY:</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tennis Tag (10 Minutes)</td>
<td>All students keep their tennis balls in hand except 5 taggers. Taggers run to tag students with tennis balls.</td>
<td>Keep students on task.</td>
</tr>
<tr>
<td></td>
<td>When a student is tagged, he or she must run to a wall and perform 3 wall throws/catches before returning to game. If class is not in a gym, students can run to a line and make 5 upward tosses and catches before returning to game.</td>
<td>Monitor wall throwers.</td>
</tr>
<tr>
<td></td>
<td>Add or subtract taggers based on pace of game.</td>
<td>Give specific positive feedback.</td>
</tr>
<tr>
<td></td>
<td>Change taggers every few (1-2) minutes. New taggers give their tennis balls to previous taggers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>After game, students return tennis balls.</td>
<td></td>
</tr>
</tbody>
</table>

### CLASS MANAGEMENT
- Students are seated.
- Assign a roll call number to each student and tell them to remember it.
- Show how number on bottom of racket corresponds with their assigned number.
- Each day they will use same racket. At start of class each student must report any and all damage done to their rackets. Student from previous period will be held responsible.
- Students need to note where rackets are located. Each racket is returned to same spot.
- Assign responsible students to ensure all rackets are returned to proper boxes.

### TRANSITION
- Call out student numbers (1-6) and have them get their rackets.
- Assist with equipment.
### Activity #1: Shake Hands Grip
- Students stand in a horseshoe formation so they can see you.
- Shake Hands Grip: Hold head of racket with non-dominant hand with handle showing, Grip handle like shaking hands with racket, Racket is locked into place with finger across handle of racket and thumb on opposite side. Remaining fingers wrap around bottom of racket handle.
- Students follow instructions and grip their rackets. Students show neighbors their grips and give feedback.

### Activity #2: Ball Control
- Each student needs a tennis ball.
- Demonstrate each drill.
- Using a Shake Hands Grip, students try to balance the ball on their rackets for 10 seconds.
- Students now walk around activity area trying not to drop ball or bump into another student.
- Students jog around activity area trying not to drop ball or bump into another student.
- While stationary, students try to bounce ball chin high without letting it fall.
  - Challenge: How many accurate bounces can each student make in 30 seconds? (If ball bounces off racket, continue again at the last number counted.)
  - Challenge: Can students walk around area bouncing ball without bumping into anyone or losing ball?
  - Challenge: Can students jog around area bouncing ball without bumping into anyone or losing ball?
### ACTIVITY #3

**Downward Bounces with Racket**

- Students bounce balls downward from stationary position (to work on control).
- Students bounce balls while walking (to work on control).
- Students bounce balls while walking and changing directions (to work on control).
- Students bounce balls while jogging (to work on control).

**Challenge:** How many accurate stationary bounces can each student make in 30 seconds? (If student loses control, start again at last number counted.)

**Challenge:** How many bounces can each student do in 30 seconds while walking? Can scores be improved?

- Monitor students.
- Assist students with balls.
- Encourage students.

### COOL DOWN/CLOSURE

- Review Skill/Activity.
- Collect equipment

---

L1 TEKS Introduction 1,2,3 2.1 ABDN 2.2 AB 2.3 B 2.5 A 2.6 AB 2.7 AB
L1 TEKS Introduction 1,2,3 3.1 ABCJ 3.2 AB 3.3 A 3.4 D 3.5 A 3.6 AB 3.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6
EQUIPMENT
- 3 tennis balls per 2 students
- 1 box for balls
- 1 tennis racket per student
- 3 racket boxes

LESSON OUTCOMES:
- Execute a forehand stroke.
- Track the ball while moving.

BEFORE CLASS SET UP:
△ Place tennis ball box on sideline near teacher.
△ Place 3 racket boxes next to ball box.

### HEALTH-RELATED PHYSICAL ACTIVITY:
#### Side-Slides, Regular Tosses, Bounce Tosses (10M minutes)
- Pairs stand on 1 sideline with partners facing each other 5-10 feet apart.
- Pairs begin to side-slide across gym, tossing a ball to each other. They should maintain 5-10 feet distance between themselves while tossing.
- When pairs reach other side they repeat drill back to their starting place.
- Pairs continue back and forth across gym settling into their own pace.
- After sliding with tosses and catches several times, pairs switch to bounce tosses and catches.
  - Challenge: How many consecutive passes can each pair make while sliding?
  - Challenge: How many consecutive bounce passes can be made while sliding?

### TRANSITION
- Call out student numbers (1-6) and have them get their rackets.
- Continue calling out numbers, 6 at a time, until all students have rackets.
△ Assist with equipment.

### ACTIVITY #1
#### Forehand Stroke Shadowing
- Students use Shake Hands Grip.
- Students face front in personal spaces towards teacher.
- Students follow you as you demonstrate ready position.
- Ready: Feet shoulder width apart with knees slightly bent, Weight forward on front of feet.
- Students make a quarter turn to right. (left handed students quarter turn to left)
  This places non-dominant shoulder toward front wall.

### ACTIVITY CONTENT

<table>
<thead>
<tr>
<th>ACTIVITY (Time)</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEALTH-RELATED PHYSICAL ACTIVITY:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Side-Slides, Regular Tosses, Bounce Tosses (10M minutes) | - Pairs stand on 1 sideline with partners facing each other 5-10 feet apart.  
- Pairs begin to side-slide across gym, tossing a ball to each other. They should maintain 5-10 feet distance between themselves while tossing.  
- When pairs reach other side they repeat drill back to their starting place.  
- Pairs continue back and forth across gym settling into their own pace.  
- After sliding with tosses and catches several times, pairs switch to bounce tosses and catches.  
  - Challenge: How many consecutive passes can each pair make while sliding?  
  - Challenge: How many consecutive bounce passes can be made while sliding? | • Help students line up.  
• Initiate challenges. |
| TRANSITION                       | Call out student numbers (1-6) and have them get their rackets.  
Continue calling out numbers, 6 at a time, until all students have rackets. | • Monitor proper technique.  
• Move students to more open space if necessary. |
| ACTIVITY #1                      | Students use Shake Hands Grip.  
Students face front in personal spaces towards teacher.  
Students follow you as you demonstrate ready position.  
Ready: Feet shoulder width apart with knees slightly bent, Weight forward on front of feet.  
Students make a quarter turn to right. (left handed students quarter turn to left)  
This places non-dominant shoulder toward front wall. | • Monitor proper technique.  
• Move students to more open space if necessary. |
### TENNIS
LESSON 2  
2nd-3rd GRADE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Students** | Step with non-dominant foot towards front wall and swing.  
Swing is from low to finishing high.  
Body returns to ready position.  
Students continue shadowing Forehand stroke.  
Students will use “bounce step” while waiting, and before & after swing.  
(In ready position, bounce from right foot to left foot, continuously.) |
| **TRANSITION** | Students find their last partners, 3 tennis balls per pair. |
| **ACTIVITY #2** | Feeder tosses a ball underhand to forehand of hitter. (One bounce before strike)  
Hitter strikes ball with a forehand so partner can catch it.  
After 5 tosses partners switch roles. Student can pick up balls on floor/rolling by.  
**Challenge:** How many consecutive catches can each pair make? |
| **TRANSITION** | Students return rackets and balls to proper boxes and line up on end line. |

△ Assist with equipment.
△ Assist equipment return.
△ Monitor skills.
△ Give positive specific feedback.
**ACTIVITY #3**

**3-Step Mickey**

- Player A ("It") stands in middle of gym or play area. All other students stand on end line facing player A.
- Player A yells “3-step Mickey, 1,2,3!!!”
- All other students take 3 steps toward player A when they hear command.
- After 3 steps, all players try to run past player A to other end line.
- Player A runs after students as they try to arrive safely at opposite end line.
- Any students who were tagged join player A in middle. Player A repeats call to students.
- After several runs from each end line, last 5 students left are winners.
- Repeat game with new Player A.

↔ Variation: Runners wear flags. Once a flag is pulled that student joins “Mickies” in middle.

<table>
<thead>
<tr>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>→</td>
</tr>
</tbody>
</table>

| It (or Mickey) |

**COOL DOWN/CLOSURE**

- Review Skill/Activity.
- Collect equipment

---

L2 TEKS Introduction 1,2 2.1 ABDN 2.2 AB 2.3 B 2.5 A 2.6 AB 2.7 AB

L2 TEKS Introduction 1,2,3 3.1 ABCIJ 3.2 AB 3.3 A 3.4 D 3.5 A 3.6 AB 3.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6
### EQUIPMENT
- 1 racket per 4 students
- 3 boxes of rackets
- 8 boxes of balls with 5 marked balls in each (1s/2s/3s etc.)
- 4 marked noodles
- 20 balls in box (IA)
- Every student needs a racket and a tennis ball for activity #2

### LESSON OUTCOMES:
- Demonstrate a shake hands grip.
- Track ball while moving.
- Execute a forehand stroke.
- Learn balance.

### BEFORE CLASS SET UP:
- Place 8 tennis ball boxes on sideline near teacher (5 balls in each box).
- Place 3 racket boxes next to ball boxes.
- Place noodles on sidelines.
- Place box of 20 tennis balls on sideline.

### ACTIVITY (Time) | LESSON CONTENT | ROLE OF ASSISTANT
--- | --- | ---
**HEALTH-RELATED PHYSICAL ACTIVITY:**
Heart Alert (10 Minutes) | • Give 4 students short noodles with heart attack risk factors:
  - Smoking
  - Overweight
  - Lack of exercise
  - Fatty foods
  - Risk factor students tag others. If tagged, students freeze and yell “Heart Alert!”
  - Other students find frozen students and both perform 5 jumping jacks together.
  - Add – while doing jumping jacks, yell out benefits of MVPA (reduces BP, reduces... | ✍️ Write heart attack risks on masking tape and tape to noodles.
  - Monitor game.
  - Keep students walking if they are tired.
  - Change noodles periodically.
<table>
<thead>
<tr>
<th><strong>LESSON 3</strong></th>
<th>2nd-3rd GRADE</th>
</tr>
</thead>
</table>
| **LDLs, reduces symptoms of anxiety and depression).**
  * Rescued students may now return to game.
  * Students saving others may not be tagged.
  ↔ Variation: Students saving others may be tagged. | |
| **TRANSITION** |
| • Students form groups of 4
  • 1 student from each group get 1 racket for group and a box of 5 balls
  • Students are seated. |  ✔️, Assist with equipment. |
### ACTIVITY #1

**Set-up/ Demo**

- Give each group a number. Each box has 5 tennis balls that match group’s number, e.g., Group 1 has 5 #1 tennis balls, Group 2 has 5 #2 tennis balls, etc. Each group has 1 hitter, 1 feeder, and 2 tennis ball retrievers.
- Students position their groups on a sideline with about 15 feet between each group.
- Groups face opposite sideline, looking at their “tennis courts” in front of them.
- Each group uses 1 half of a tennis court lengthwise. (If no courts, use similar amount of space.)
- Feeder tosses a ball with 1 bounce to hitter who hits it into “court” using a forehand.
- Repeat, until all 5 tennis balls have been hit and retrieved. Rotate clockwise.
- Students keep eyes on ball, turn body, transfer weight, etc.
- Feeder can provide some peer feedback.

<table>
<thead>
<tr>
<th>Feeder</th>
<th>Retriever</th>
<th>Retriever</th>
<th>Retriever</th>
<th>Hitter</th>
<th>Retriever</th>
<th>Hitter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Practice**

### TRANSITION

- Have all groups sit for demo except 1 (demo group) then help remaining groups to their positions.
- Assist all groups with any problems.
- Provide specific positive and corrective feedback.

- Students return rackets and balls to proper boxes and sit down.

Assist with equipment return.
### ACTIVITY #2

**Tennis Tag**

- Class is divided into 3 teams.
- Two teams wear different colored pennies and one team is without.
- Each student has a racket and a tennis ball.
- Object of game: to tag as many students on the opposite teams as possible, while balancing your tennis ball on your racket, and avoiding being tagged.
- If a student gets tagged he or she must sit or kneel down where they were tagged.
- If the tennis ball is dropped prior to a tag, then the tag does not count and play continues.
- If 2 students tag each other at same time and argue, they both sit.
- The team that has the most players left standing wins.

### COOL DOWN/ CLOSURE

- Review Skill/Activity.
- Encourage participation.
- Clarify the rules.
- Collect equipment

---

L3 TEKS Introduction 1,2 2.1 ABDN 2.2 AB 2.3 B 2.4 AE 2.5 A 2.6 AB 2.7 AB

L3 TEKS Introduction 1,2,3 3.1 ABCJ 3.2 AB 3.3 A 3.4 AD 3.5 A 3.6 AB 3.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6
### EQUIPMENT:
- 3 tennis balls per pair
- 1 box for balls
- 1 tennis racket per student.
- 3 racket boxes
- 3 noodles
- 20 spots

### LESSON OUTCOMES:
- Demonstrate proper backhand grip.
- Execute backhand groundstroke

### BEFORE CLASS SET UP:
- Place all full racket boxes near wall.
- Place all full ball boxes near wall.
- Place noodles near wall.
- Place spots near wall.

<table>
<thead>
<tr>
<th>ACTIVITY (Time)</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| HEALTH-RELATED PHYSICAL ACTIVITY: Tennis Tag (10 Minutes) | - All students keep their tennis balls in hand except 5 taggers. Taggers run to tag students with tennis balls.  
  - When a student is tagged, he or she must run to a wall and perform 3 wall throws/catches before returning to game. If class is not in a gym, students can run to a line and make 5 upward tosses and catches before returning to game.  
  - Add or subtract taggers based on pace of game.  
  - Change taggers every few minutes. New taggers give their tennis balls to previous taggers.  
  - After game, students return tennis balls. | - Keep students on task.  
  - Monitor wall throwers.  
  - Give specific positive feedback. |
| TRANSITION | - Call out student numbers (1-6) and have them get their rackets.  
  - Continue calling out numbers, 6 at a time, until all students have rackets | ✦ Assist with equipment. |
| ACTIVITY #1 Backhand | - Students hold rackets in dominant hand (as in forehand grip).  
  - Students face front in personal spaces towards teacher.  
  - Students then put non-dominant hand on racket right above dominant hand (like a left-handed baseball batter’s grip).  
  - All students make a quarter turn to left (left handed students quarter turn to right.) this puts dominant shoulder toward you. | - Monitor proper technique.  
  - Give specific positive and corrective feedback. |
**LESSON 4**

| **ACTIVITY #1** | **Students step with dominant foot towards front wall and swing.**  
                  | **Swing is from low to high finishing with racket over dominant shoulder. Action is like pulling a “sword from its sheath”.**  
                  | **Body returns to ready position.**  
                  | **Students continue shadowing backhand stroke.**  
                  | **Students will use “bounce step” while waiting, and before & after swing.**  
                  | **(In ready position, bounce from right foot to left foot, continuously.)** |  
| **TRANSITION** | **Students find partners, 3 tennis balls per pair.** |  
| **ACTIVITY #2** | **Partner Backhand Hits**  
                  | **Feeder tosses ball underhand to hitter’s backhand. (One bounce before strike.)**  
                  | **Hitter backhands ball so partner can catch it.**  
                  | **After 5 tosses partners switch roles. Student can pick up balls on floor/rolling by.**  
                  | **How many consecutive catches can each pair make?**  
                  | **Pair continues as above, however, this time, feeder tosses to forehand also.**  
                  | **How many consecutive catches can each pair make using both strokes?** |  
| **TRANSITION** | **Students return rackets and balls to proper boxes.** |  
| **ACTIVITY #3** | **Mosquito Tag**  
                  | **Object of game: for mosquitoes to freeze entire class.**  
                  | **If tagged, a student must kneel down.**  
                  | **To be freed, 2 students have to Hi-10 above tagged student's head and yell “OFF!” or any other type of bug repellent.**  
                  | **Students can kill mosquitoes by getting 6-8 students together (shoulder to shoulder) and clap their hands in unison as if they crushed a mosquito in their hands.**  
                  | **If they clap in unison, all mosquitoes die and are replaced by new mosquitoes.**  
                  | **If they don't clap in unison, mosquitoes live and they can tag students in line before they can clap again.** |  

△ Assist with equipment.

△ Assist with equipment return.

△ Assist with the equipment.

△ Encourage participation.
<table>
<thead>
<tr>
<th>COOL DOWN/ CLOSURE</th>
<th>Review Skill/Activity.</th>
<th>• Collect equipment</th>
</tr>
</thead>
</table>

L4  TEKS Introduction 1,2 2.1 ABDN 2.2 AB 2.3 B 2.5 A 2.6 AB 2.7 AB
L4  TEKS Introduction 1,2,3 3.1 ABCJ 3.2 AB 3.3 A 3.4 D 3.5 A 3.6 AB 3.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6
### Equipment:
- 6 cones
- Four or more cones, thirty to forty hula rings for HRPA.

### Lesson Outcomes:
- Increase your heart rate and body strength by using FLOW stations and cardio-tag activities.

### Before Class Set Up:
Prepare a rectangular area with a line in the middle marked off length-wise.

<table>
<thead>
<tr>
<th>Activity (Time)</th>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
</table>
| Health-Related Physical Activity: (10 Minutes) | - Designate game boundaries with cones for students to play tag. Be sure the area is safe for students to run, stop, chase, and dodge.  
- On the signal, 2 students will try to tag other students. The first time a student is tagged, they must hold on and connect to another hula ring and continue to play as everyone begins to carefully make a giant hula ring chain.  
- Continue to play this game until everyone has been tagged. | - Encourage participation.  
- Overseen stations that need the most supervision. |

| Activity #1 3-Step Mickey | - Player A (“It”) stands in middle of gym or play area. All other students stand on end line facing player A.  
- Player A yells “3-step Mickey, 1,2,3!!!”  
- All other students take 3 steps toward player A when they hear command.  
- After 3 steps, all players try to run past player A to other end line.  
- Player A runs after students as they try to arrive safely at opposite end line.  
- Any students who were tagged join player A in middle. Player A repeats call to students.  
- After several runs from each end line, last 5 students left are winners.  
- Repeat game with new Player A.  
- Variation: Runners wear flags. Once a flag is pulled that student joins “Mickies” | - Monitor students.  
- All tagged students must join “It”.  
- Player A initiates each new run to opposite end line with the call.  
- Instruct Player A to wait 15-30 seconds between calls if students become too tired.  
- Instruct Player A and tagged students to employ strategies (Stretch across width of gym, choose fastest student to chase, move back towards end line, etc.). |
### ACTIVITY #2

**High -10 Everybody’s It**

- Everyone in class is It.
- Object of game: to tag as many students as possible, free as many students as possible, and to avoid being tagged.
- If a student gets tagged he or she must sit or kneel down where they were tagged.
- If 2 students tag each other at same time and argue, they both sit.
- Seated students hold both hands up and can be freed when a free student gives a Hi-10.
- No immediate tag backs.
- Encourage participation.
- Clarify the rules.

### COOL DOWN/ CLOSURE

Review Skill/Activity.

- Collect equipment

L5 TEKS Introduction 1, 2, 3, 1 ABDN 2, 2 AB 2, 3 B 2, 5 A 2, 6 AB 2, 7 AB
L5 TEKS Introduction 1, 2, 3, 1 ABCJ 3, 2 AB 3, 3 A 3, 4 D 3, 5 A 3, 6 AB 3, 7 ABC

NASPE NATL STD P.E. 1, 2, 3, 4, 5, 6
# LESSON 6

## EQUIPMENT
- Boxes for balls
- 1 tennis racket per student
- 3 racket boxes
- 4 cones for tag game
- 6 cones for cave area

## LESSON OUTCOMES:
- Execute forehand strokes.
- Execute backhand strokes.
- Execute both strokes with partner.

## BEFORE CLASS SET UP:
- Place full racket boxes near wall.
- Place full ball boxes near wall.
- Set up a 25 x 25 yard square with a corner marked as a cave.

## ACTIVITY (Time)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRANSITION</td>
<td>Call out student numbers (1-6) and have them get their rackets. Continue calling out numbers, 6 at a time, until all students have rackets.</td>
<td>🔄 Assist with equipment.</td>
</tr>
<tr>
<td>HEALTH-RELATED PHYSICAL ACTIVITY: Downward Bounces with Rackets (10 Minutes)</td>
<td>Students bounce balls downward from stationary position (to work on control). Students bounce balls while walking (to work on control). Students bounce balls while walking and changing directions (to work on control). Students bounce balls while jogging (to work on control). 🕳️ Challenge: How many walking bounces can each student make in 30 seconds? Can scores be improved? 🕳️ Challenge: How many bounces can each student do in 30 seconds while jogging? Can scores be improved?</td>
<td>• Monitor students. 🔄 Assist students with balls. • Encourage students.</td>
</tr>
<tr>
<td>ACTIVITY #1</td>
<td>Students find partners. Partners face each other about 25-30’ apart forming their own “skinny courts” (can modify distance based on student’s readiness. All pairs line up in same direction for safety.)</td>
<td>• Assist students with format. • Provide specific positive and</td>
</tr>
</tbody>
</table>
### Forehand Backhand strokes to partners
- One partner gets 2 cones and places them in middle of the pair to form “net area.”
- One partner tosses an easy “rainbow toss” to other partner who uses forehand/backhand stroke to return ball. Continue hitting back & forth until ball is out of “skinny court.” The pair uses their 2nd ball and repeats activity until ball is out of area. Partners grab 2 tennis balls from floor and start play again as above.
- Students may allow the ball to bounce twice before returning it. (If needed).
- Students do not keep score.

(Rectangle= Gym/PlaySpace)  
X 1’s are partners hitting across the “courts” to each other.  
X 2’s, X 3’s, X 4’s are the same as X 1’s.  
< > are the cones creating a “net zone” for all partner groups.  
(10-15’ between partners X 1 to X 1, etc.)

<table>
<thead>
<tr>
<th>X 1</th>
<th>&lt;</th>
<th>&gt;</th>
<th>X 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>X 2</td>
<td>&lt;</td>
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<td>X 2</td>
</tr>
<tr>
<td>X 3</td>
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<td>&gt;</td>
<td>X 3</td>
</tr>
<tr>
<td>X 4</td>
<td>&lt;</td>
<td>&gt;</td>
<td>X 4</td>
</tr>
</tbody>
</table>

### ACTIVITY #2 Strokes with rotations
- Partners continue forehand /backhand strokes but this time the partners on the right side can rotate to the next spot over to be across new left side partners who do not move or rotate. Teacher can signal rotations every 2-3 minutes.
- Assist with rotations.
- Provide specific positive and corrective feedback

### TRANSITION
- Students return rackets and tennis balls.
- Help collect equipment.

### ACTIVITY #3 Release Tag
- 1 corner of gym is a “Cave.” If outside, use cones to designate cave area.
- 3 “Its” try to tag other classmates.
- When someone is tagged he or she must jog to cave and be a “Captive.” Captives must jog in place in cave.
- Any player can be brave and try to release 1, 2, or all “Captives” by running into
- Assist students with questions.
- Make certain “captives” are tagged when they are freed.
- As captives are released they may
cave and tagging those students.

- If “freer” is tagged while trying to free captives, he or she becomes a captive.
- After 2 minutes, change taggers and start game over.
- Variation: Use different strategies: Try sending 2 “freers” from opposite sides of cave to rescue students at the same time. Try sending 5 or 6 “freers” all at the same time to rescue students. Some will be caught but some will free students.

be tagged immediately again.

<table>
<thead>
<tr>
<th>COOL DOWN/ CLOSURE</th>
<th>Review Skill/Activity.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>L6 TEKS Introduction</th>
<th>1,2 2.1 ABDN 2.2 AB 2.3 B 2.5 A 2.6 AB 2.7 AB</th>
</tr>
</thead>
<tbody>
<tr>
<td>L6 TEKS Introduction</td>
<td>1,2,3 3.1 ABCJ 3.2 AB 3.3 A 3.4 D 3.5 A 3.6 AB 3.7 ABC</td>
</tr>
</tbody>
</table>

NASPE NATL STD P.E. 1,2,3,4,5,6
### Equipment:
- 6 boxes for balls/3 balls per student
- 1 tennis racket per student
- 3 racket boxes
- 4 noodles marked with masking tape

### Lesson Outcomes:
- Execute forehand stroke.
- Execute backhand stroke.
- Demonstrate modified singles play

### Before Class Set Up:
- Place full racket boxes near wall.
- Place full ball boxes near wall.

<table>
<thead>
<tr>
<th>Activity (Time)</th>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
</table>
| HEALTH-RELATED PHYSICAL ACTIVITY: Racket Rush (10 Minutes) | - Students place their rackets spread out on floor or ground.  
- Students place their 3 tennis balls on faces of their own rackets.  
- On your signal, all students grab 1 of their tennis balls and place it on any empty racket except immediately next to theirs. Remember-1 ball at a time!  
- Students run back to their racket, grab another ball and place it on a racket that has only 1ball on it. Students return to their own racket for the last time and grab the last ball and place it on any racket that has 2 tennis balls only. The teacher will be timing the whole class until finished.  
- Students rest for 1 minute while retrieving balls & returning them to their rackets.  
- Repeat for another round the same way. Try to better your class record.  
- Students rest for 1 minute while retrieving balls & returning them to their rackets.  
- Students begin 3"rd & final round as before. Try to break record again.  
- RULE: If any student places any balls on rackets immediately next to their own, there will be a 5 second penalty added to the class record. | - Monitor students’ positions.  
- Ball must be placed under enough control to stay on racket faces.  
- Watch for fatigue. |
| Transition | - Students find partners. Partners return 4 balls to boxes. | - Monitor equipment return |
# Tennis Lesson 7

**2nd-3rd Grade**

## Activity #1: Forehand and Backhand Play

- Partners face each other about 25-30’ apart forming their own “skinny courts” (can modify distance based on student’s readiness. All pairs line up in same direction for safety.
- One partner gets 2 cones and places them in middle of the pair to form “net area.”
- One partner tosses an easy “rainbow toss” to other partner who uses forehand/backhand stroke to return ball. Continue hitting back & forth until ball is out of “skinny court.” The pair uses their 2nd ball and repeats activity until ball is out of area. Partners grab 2 tennis balls from floor and start play again as above.
- Students may allow the ball to bounce twice before returning it. (If needed).
- Students do not keep score.

### Demo:

- Have all students sit down where they are except one partner group for demo.
- Teacher instructs student to hit ball toward open space on either side of partner and immediately gets into “ready position” for the return hit.
- The receiving student runs toward the ball, hits it back toward open space on either side of original partner, and gets into “ready position” for return hit.
- All partner groups begin playing as in the demo.

```
X 1  <  >  X 1
X 2  <  >  X 2
X 3  <  >  X 3
X 4  <  >  X 4
```

## Cool Down/Closure

- Review Skill/Activity.

- Collect equipment

---

**L7 TEKS Introduction**

1,2  2.1  ABDN  2.2  AB  2.3  B  2.5  A  2.6  AB  2.7  AB

**L7 TEKS Introduction**

1,2,3  3.1  ABCJ  3.2  AB  3.3  A  3.4  D  3.5  A  3.6  AB  3.7  ABC

**NASPE NATL STD P.E.**

1,2,3,4,5,6
### EQUIPMENT:
- 1 box for balls
- 1 tennis racket per student
- 3 racket boxes

### LESSON OUTCOMES:
- Participate in modified doubles.

### BEFORE CLASS SET UP:
- Place full racket boxes near wall.
- Place full ball box near wall.

<table>
<thead>
<tr>
<th>ACTIVITY (Time)</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEALTH-RELATED PHYSICAL ACTIVITY:</td>
<td></td>
<td></td>
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<tr>
<td>Hi-10 Everybody’s It (10 Minutes)</td>
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<tr>
<td>- Everyone in class is It.</td>
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<tr>
<td>- Object of game: to tag as many students as possible, free as many students as possible, and to avoid being tagged.</td>
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</tr>
<tr>
<td>- If a student gets tagged he or she must sit or kneel down where they were tagged.</td>
<td></td>
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<tr>
<td>- If 2 students tag each other at same time and argue, they both sit.</td>
<td></td>
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</tr>
<tr>
<td>- Seated students hold both hands up and can be freed when a free student gives a Hi-10.</td>
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<tr>
<td>- No immediate tag backs.</td>
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<tr>
<td>TRANSITION</td>
<td></td>
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</tr>
<tr>
<td>- Call out student numbers (1-6) and have them get their rackets</td>
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<tr>
<td>- Continue calling out numbers, 6 at a time, until all students have rackets.</td>
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<tr>
<td>- Students find partners. This is now a “doubles” team.</td>
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<tr>
<td>- Each doubles team finds 1 other doubles team. Students sit for demo.</td>
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</tr>
<tr>
<td>- Teacher gives each doubles team a number. Start with 1 and count to 20.</td>
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</tr>
<tr>
<td>- After demo, doubles teams go to a court. Team 1 with Team 2, etc.</td>
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<td></td>
</tr>
<tr>
<td>ACTIVITY #1 Demo Modified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 4 players play doubles; 2 players on each side of net. (One player gets 1 ball.)</td>
<td></td>
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</tr>
<tr>
<td>- Spin racket or play Rock, Paper, Scissors to see which team starts.</td>
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<td></td>
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<tr>
<td>- Let’s say Team 1 starts.</td>
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<tr>
<td>- Team 1 Starter stands on mid-line to start. He or she uses a self-bounce forehand to hit ball over the net.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Ball should go in an upward arc so it will travel over net and be easy to return.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Doubles

- Either of Team 2 members may return ball after it bounces once on their side.
- Any player on either team can continue hitting (rallying) ball over net to keep play going.
- When ball hits net or goes “out” of doubles court players start another rally.
- Team 2 starts. Continue to rotate starts between teams and players.
- Object of game: keep ball in play as long as possible.
- Both teams receive 1 point for each time ball travels over net.
- With each new start, continue to count total points. Do not start count over!
- After 3-5 minutes teacher signals game over.
- Only outside partnerships rotates to another court clockwise and begins a new game.

Team 2

Team 1

Team 2

Team 1

TRANSITION

- Students return equipment.

COOL DOWN/CLOSURE

Review Skill/Activity.

L8 TEKS Introduction 1,2,3,4,5,6

NASPE NATL STD P.E. 1,2,3,4,5,6
**EQUIPMENT:**
- 1 box for balls
- 1 tennis racket per student
- 3 racket boxes
- 6 cones for cave
- 4 cones for square

**LESSEN OUTCOMES:**
Participate in modified singles.

**BEFORE CLASS SET UP:**
- Place full racket boxes near wall.
- Place full ball box near wall.
- Place cones near wall.

<table>
<thead>
<tr>
<th>ACTIVITY (Time)</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTANT ACTIVITY:</td>
<td>Set up activity area with a center and outside lines and Success and Try Again sides.</td>
<td>Assist with partnerships.</td>
</tr>
<tr>
<td>Partner Rock, Paper, Scissors Tag (8 minutes)</td>
<td>Students find partners.</td>
<td>Encourage participation.</td>
</tr>
<tr>
<td></td>
<td>Object of game: for students to either tag their partners if they win Rock, Paper, Scissors or escape if they lose.</td>
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<tr>
<td></td>
<td>Partners meet at center line to play Rock, Paper, Scissors. Partner who wins chases partner who loses. If chased, a student must cross outside line before getting tagged.</td>
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<tr>
<td></td>
<td>1 point is awarded for escaping and 2 points for tagging.</td>
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<td></td>
<td>First partner to 3 points moves to Success area.</td>
<td></td>
</tr>
<tr>
<td>HEALTH-RELATED PHYSICAL ACTIVITY:</td>
<td>1 corner of gym is a “Cave.” If outside, use cones to designate cave area.</td>
<td>Assist students with questions.</td>
</tr>
<tr>
<td>Release Tag (8 minutes)</td>
<td>3 “Its” try to tag other classmates.</td>
<td>Make certain “captives” are tagged when they are freed.</td>
</tr>
<tr>
<td></td>
<td>When someone is tagged he or she must jog to cave and be a “Captive.” Captives must jog in place in cave.</td>
<td>As captives are released they may be tagged immediately again.</td>
</tr>
<tr>
<td></td>
<td>Any player can be brave and try to release 1, 2, or all “Captives” by running into cave and tagging those students.</td>
<td></td>
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<tr>
<td></td>
<td>If “freer” is tagged while trying to free captives, he or she becomes a captive.</td>
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<td></td>
<td>After 2 minutes, change taggers and start game over.</td>
<td></td>
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</tbody>
</table>
### Variation
- Use different strategies: Try sending 2 “freers” from opposite sides of cave to rescue students at the same time. Try sending 5 or 6 “freers” all at the same time to rescue students. Some will be caught but some will free students.

### Transition
- Call out student numbers (1-6) and have them get their rackets.
- Continue calling out numbers, 6 at a time, until all students have rackets.
- Find partners and sit down to watch demo.
- After demo partners go to other “courts” to begin.
- Assist with equipment.

### Activity #1
#### Demo (5 minutes)
- **DEMO:**
  - Have all students sit down where they are except one partner group for demo.
  - Teacher instructs student to hit ball toward open space on either side of partner and immediately gets into “ready position” for the return hit.
  - The receiving student runs toward the ball, hits it back toward open space on either side of original partner, and gets into “ready position” for return hit.
  - All players can hit ball deep or shallow into partners courts.
  - If a player causes partner to miss or hit ball into the net, then he/she wins that rally. Continue playing in this manner. Teacher rotate outside students every 3-4 minutes and circulate and speak with players to focus on strategies.

<p>| | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>X1</td>
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<td>X1</td>
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<td>X2</td>
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<td>X2</td>
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<tr>
<td>X3</td>
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<td>X3</td>
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<tr>
<td>X4</td>
<td>&lt;</td>
<td>&gt;</td>
<td>X4</td>
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</tbody>
</table>

#### Modified Singles (15 minutes)
- Provide specific corrective feedback.
- Assist with player’s strategies.

### Cool Down/Closure
- Review Skill/Activity.
- Collect equipment
L9  TEKS  Introduction  1,2  2.1 ABDN  2.2 AB  2.3 B  2.5 A  2.6 AB  2.7 AB
L9  TEKS  Introduction  1,2,3  3.1 ABCJ  3.2 AB  3.3 A  3.4 D  3.5 A  3.6 AB  3.7 ABC
NASPE NATL STD P.E.  1,2,3,4,5,6
**EQUIPMENT:**
- 1 racket per student
- 1 ball per 4 students
- Eight cones, eight foam flying disks for HRPA.

**LESSON OUTCOMES:**
- Participate in Doubles.

**BEFORE CLASS SET UP:**
- Place full racket boxes near wall.
- Place full ball boxes near wall.

<table>
<thead>
<tr>
<th>ACTIVITY (Time)</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
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</thead>
</table>
| HEALTH-RELATED PHYSICAL ACTIVITY: (10 minutes) | • Divide the students into four equal teams and place one cone at the starting line and one cone twenty-five feet apart at the finish line.  
• Have each team divide into pairs and in four rows at both cones.  
• Give one foam flying disk to the student pair in each row.  
• At the sound of the whistle the first pair of teammates in each row will begin walking, jogging, or running, as they toss the flying disk to their partner back and forth until they reach the cone.  
• When the student pair reaches the cone one student will pass the foam flying disk to their teammates and complete the same process until the last team member has finished.  
• When each team member has finished then their team sits down.  
• The team who has everyone sitting down first is the winner. | • Help with the equipment.  
• Encourage participation.  
• Oversee stations that need the most supervision. |

| TRANSITION | • Call out student numbers (1-6) and have them get their rackets  
• Continue calling out numbers, 6 at a time, until all students have rackets.  
• Students find partners. This is now a “doubles” team.  
• Each doubles team finds 1 other doubles team. Students sit for demo. | • Assist with equipment.  
• Assist with groups. |
**Teacher gives each doubles team a number. Start with 1 and count to 20.**

**After demo, doubles teams go to a court. Team 1 with Team 2, etc.**

### ACTIVITY #1
**Modified Doubles** (15 minutes)

- 4 players play doubles; 2 players on each side of net. (One player gets 1 ball.)
- Spin racket or play Rock, Paper, Scissors to see which team starts.
- Let's say Team 1 starts.
- Team 1 Starter stands on mid-line to start. He or she uses a self-bounce forehand to hit ball over the net.
- Ball should go in an upward arc so it will travel over net and be easy to return.
- Either of Team 2 members may return ball after it bounces once on their side.
- Any player on either team can continue hitting (rallying) ball over net.
- When ball hits net or goes “out” of doubles court players start another rally.
- Team 2 starts. Continue to rotate starts between teams and players.

**New Strategy:**
- Players can now hit the ball to the other teams forehands/backhands.
- Players can also hit the ball deep or shallow into the other team’s court.
- Players hit the ball to “open spaces” and return to “ready position” quickly.
- If a team 1 causes team 2 to miss the ball or hit into net, then team 1 wins that rally. Continue playing in this manner.
- On teacher’s signal, outside teams rotate to new court every 3-4 minutes.
- Teacher circulates around courts stopping games to focus players on the new strategies. (Any players that need to rotate in should be using sideline steppers/jump ropes/bench steppers, etc.)

### Table
```
Team 2     | Team 2
-----------|-------
Team 1     | Team 1
```

- Assist groups with play.
- Provide specific positive and corrective feedback.
## TENNIS

### LESSON 10

**2nd-3rd GRADE**

### TRANSITION
- Students return all equipment.

### COOL DOWN/CLOSURE
- Review Skill/Activity.
- Collect equipment

---

**L10 TEKS Introduction**

- 1,2
- 2.1 ABDN
- 2.2 AB
- 2.3 B
- 2.5 A
- 2.6 AB
- 2.7 AB

**L10 TEKS Introduction**

- 1,2,3
- 3.1 ABCJ
- 3.2 AB
- 3.3 A
- 3.4 D
- 3.5 A
- 3.6 AB
- 3.7 ABC

**NASPE NATL STD P.E.**

1,2,3,4,5,6