



INTERNATIONAL
TENNIS HALL OF FAME

The ABCs of Tennis
Lesson 3: Brainstorm

Overview: As students are engaged in the activities linked to this unit they will be motivated to build context area vocabulary related to the game of tennis through the creation of ABC books. Students will explore a variety of ABC books, including books for older readers that use the letters of the alphabet as a starting point to present information about a featured subject – tennis. Students will decide on a style and structure for their own alphabet books and choose a word for each letter associated with the subject area of the game of tennis using textbooks, reference books or suggested websites as research tools. Student’s final ABC books will be created using traditional classroom binding methods or present by using PowerPoint.

Objectives:

Students will be able to-

- Take an active role in their learning by identifying the content subject – the game of tennis – vocabulary they research.
- Build up their research skills as they seek to define their chosen tennis vocabulary through the use of context subject reference books, materials and the Internet.
- Exhibit their new vocabulary comprehension through proper use of the words in context and with accompanying illustrations in an ABC book.

Lesson Time Suggested: Two class periods

Materials Needed:

- Sample ABC Books for the class
- Folders and blue books for every student (already in progress)
- ABC Book Word List Sheet
- ABC Book Checklist Sheet
- Content area books
- Reference books
- The Internet

Common Core Standards:

Literacy/Writing

Common Core Standards Addressed:

- **Craft and Structure:**
 - CCSS.ELA-Literacy.RI.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- **Integration of Knowledge and Ideas**
 - CCSS.ELA-Literacy.RI.6.7
Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
 - CCSS.ELA-Literacy.W.6.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **Text Types and Purpose**
 - CCSS.ELA-Literacy.W.6.2.a
Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - CCSS.ELA-Literacy.W.6.2.b
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - CCSS.ELA-Literacy.W.6.2.d
Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - CCSS.ELA-Literacy.W.6.2.e
Establish and maintain a formal style.
- **Production and Distribution of Writing**
 - CCSS.ELA-Literacy.W.6.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - CCSS.ELA-Literacy.W.6.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - CCSS.ELA-Literacy.W.6.6
Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- **Research to Build and Present Knowledge**
 - CCSS.ELA-Literacy.W.6.7
Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

- CCSS.ELA-Literacy.W.6.8
Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- CCSS.ELA-Literacy.W.6.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

Lesson & Activity

Teaching/Model

1. The teacher will ask students to decide what style of writing, overall structure of text they will use (verse, list of facts or other styles?) for their books.
2. The teacher will distribute and review the following handout sheets with students to assist with their research and creation of their books.
 - a. ABC Book Word List Sheet
 - b. ABC Book Checklist Sheet
3. The teacher and students as a group will proceed to the School Library with the following materials to begin their research.
 - a. Student Research Folder and “Blue Book” notebook
 - b. ABC Book Word List Sheet
 - c. ABC Book Checklist Sheet
4. Under the guidance of the classroom teacher students will begin their research for their books by having students select works, key terms or phrases that are relevant to the game of tennis.
5. Students will record their word research information on their ABC Word List Sheet and will continue to do so as they continue their research to complete the alphabet.
6. The teacher will guide students by reminding the whole class that students can find words in content area books, reference books, or on the Internet.
7. The teacher will also reference the information students received while on their visit to the International Tennis Hall of Fame or the information received during the modification.
8. The teacher will encourage all students to use a variety of both text and digital media as students compile their research for their books. The teacher will also encourage students to think creatively if they are having difficulty finding words for particular letters of the alphabet (For example, students could use the prefix ex for the letter x). **(End of Day 1)**
9. Students continue their research in the School Library using their ABC Word List Sheet.
10. The teacher will again reference the information students received while on their visit to the International Tennis Hall of Fame or the information received during the modification.
11. The teacher will again, encourage all students to use a variety of both text and digital media as students compile their research for their books. The teacher will also encourage students to think creatively if they are having difficulty finding words for particular letters of the alphabet (For example, students could use the prefix ex for the letter x).

12. Students will complete their ABC Word List Sheet of the words they selected and submit it to the teacher at the end of the class time of the second day of research for approval before continuing with their book.

ABC Book Work List
Remember - Tennis Words

Name: _____

Letter	Word	Meaning
A		
B		
C		
D		
E		
F		
G		
H		
I		
J		
K		
L		
M		
N		
O		
P		

Q		
R		
S		
T		
U		
V		
W		
X		
Y		
Z		

Keep the VERY IMPORTANT research sheet in your research folder.

ABC Book Checklist

Name: _____

Cover Page:

Do you have a Cover Page? Yes _____ No _____

If you do, does your Cover Page have the Title of your book, your name as the Author and an Illustration? Yes _____ No _____

Alphabet Pages:

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	
Word identified and defined																											
Used in context																											
Facts included																											
Illustration																											

About the Author Page:

Do you have an About the Author Page? Yes _____ No _____

If you do, does your About the Author Page contain background information and an illustration? Yes _____ No _____