



INTERNATIONAL
TENNIS HALL OF FAME

The ABCs of Tennis
Lesson 1: Opening Activity

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: One class period

Materials Needed:

- Two sample ABC Books for read-aloud
 - *Tennis for the 10 & Under: The new look for tennis from A to Z* by Kevin Braun
 - *The ABC's of Tennis* by Cheryl Lagunilla
- Other sample ABC Books for group work (2 or 3 per group)
- ABCs of an ABC Book worksheet

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 review with students the differences in the structure of the text, including word choice, context, and illustrations by presenting and reading two sample ABC books aloud and discuss with students the differences they notice.
2. The teacher will continue the discussion by presenting students with information related to the different purposes of ABC books (younger readers - trying to assist in teaching the alphabet, what each letter sound makes and what words begin with that letter. Older readers use the letters of the alphabet as a starting point to teach their readers something new about the featured subject).
3. The teacher will place students into small groups to give student groups time to explore other ABC books as examples.
4. Small student groups will be asked to discuss among themselves the characteristics of the texts.
5. The teacher will ask the small student groups to come back together as a whole group and will present each student with the ABCs of an ABC Book sheet.
6. The teacher will lead a class discussion using the sample books each small student group explored to complete the ABCs of an ABC Book sheet as a whole group.
7. The teacher will leave a sample ABC Book Library in their classroom with sample books labeled with the various types of characteristics as a visual aid for students as they continue to work through the lessons within this unit.

The ABCs of an ABC Book

Characteristics of an ABC Book

Questions	Responses
What is the book trying to teach the reader?	
What is the general topic of the book?	
How many featured words are selected for each letter?	
What type of text is used: poetry, descriptive text, list of facts?	
What is the overall structure used - A to Z, Z to A, a story line?	
What else can you tell us about the book?	