



INTERNATIONAL
TENNIS HALL OF FAME

The ABCs of Tennis
Lesson 4: Storyboard

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:

- Sample ABC Books for the class
- Folders and blue books for every student (already in progress)
- ABC Book Word List Sheet (already in progress)
- ABC Book Checklist Sheet (already in progress)
- Storyboard 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 distribute students' ABC Word List Sheet back to each individual student.
2. Once students receive their individual ABC Word List Sheet back they will begin their storyboard.
3. Students will write word on each page, the context that will appear in, and a very quick sketch of an illustration idea. The teacher will encourage students not to get caught up in the illustration or to spend too much time on the planning stages. Students will be encouraged to use stick figures or descriptions of what they will draw.
4. Once the storyboards are complete the students will check with their teacher for approval before moving on to the next ABC Book creation stage.

My Storyboard

Name: _____

Each block represents a page from your book. Use the blocks to draft your ABC Book. Don't forget a cover and an About Author page. Remember this is only a DRAFT.

The Story Continues.....

