

## LESSON 10: SINGLES PLAY

### Grade-Level Outcomes

#### Primary Outcomes

**Lifetime activities:** Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L1)

**Movement concepts, principles & knowledge:** Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

#### Embedded Outcomes

**Rules & etiquette:** Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)

**Movement concepts, principles & knowledge:** Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)

### Lesson Objectives

The learner will:

- demonstrate the following skills effectively in singles play: forehand, backhand, serve, and basic tactics.
- describe strategies, scoring, etiquette, and terminology on a knowledge test.

### Equipment and Materials

- Tennis rackets: 1 per student
- Tennis balls (various densities): at least 3 per student pair
- Rubric for forehand, backhand, serve, and tactics: 1 each per student

### Introduction

*Today, you will be playing singles. This is your opportunity to use all the skills you have learned in real game play. You will also take a test on the rules, strategies, and etiquette of the game at the end of class.*

## Instructional Task: Singles Play

### ■ PRACTICE TASK

Group students by fours based on similar skill level. Two students in each group play three games of singles while the other two students evaluate the skills learned so far in class using a rubric you have provided. Students change roles after playing three games. Students change observers after a full rotation.

You will also use the rubric to evaluate each student's performance during the lesson.

### Extension

Students change partners after two full rotations.

**EMBEDDED OUTCOME: S4.H2.L1** Review etiquette before starting the singles games. Students will self-officiate the matches and observe rules and etiquette.

### Student Choices/Differentiation

- Students may choose a lower-density ball if having difficulty.
- Students may choose to use the punch serve or full-swing serve.

## What to Look For

- Students are using appropriate form consistently during play.
- Students are using proper etiquette.
- Students are evaluating their peers appropriately and providing constructive feedback.

## Instructional Task: Knowledge Test

### ■ PRACTICE TASK

Administer a test that covers rules, terminology, strategy, etiquette, and scoring.

### Student Choices/Differentiation

- Allow extra time if needed.
- Give an oral version of the test.

## What to Look For

- Students know the rules, terminology, and scoring.
- Students are able to articulate strategy and etiquette.

## Formal and Informal Assessments

- Skill assessment (teacher and peer)
- Knowledge test

## Closure

- What were some good examples of etiquette you observed today?
- How well were you able to perform the skills you have learned so far during game play?
- What skills are you still struggling with?
- What types of skills did you use today that you have not learned yet?
- Keep practicing the skills at home if you can, and the next lesson you will be learning how to play doubles.

## Reflection

- Were students maintaining proper skill technique during play?
- Were students able to use the tactics effectively during play?
- Were students able to evaluate their peers well?
- Review the knowledge tests to determine where students may need clarification.
- Review the skills assessments to see what areas students still need to work on.

## Homework

- Teach a sibling or friend how to perform one of the skills or tactics you've learned so far in the module.
- Create a practice plan for two skills in tennis that you would like to improve. Bring it to the next class. (Embedded outcome: S2.H3.L1)

## Resources

Sample rubric: <http://scahperd.org/wp-content/uploads/2015/04/HS-Notebook-Final-Sept-23.pdf> (pp. 133-134)

Internet search terms: "tennis tactics," "tennis strategies," "tennis singles strategies," "tennis etiquette"