

# LESSON 5: BOWLING ASSESSMENT DAY

## Grade-Level Outcomes

### Primary Outcomes

**Rules & etiquette:** Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a game. (S4.M6.7)

**Throwing:** Executes consistently (70% of the time) a mature pattern for target games such as bowling, bocce or horseshoes. (S1.M18.7)

### Embedded Outcome

**Personal responsibility:** Accepts responsibility for improving one's own levels of physical activity and fitness. (S4.M1.8)

## Lesson Objectives

The learner will:

- demonstrate knowledge of rules, scoring, and etiquette during a formal assessment.
- have completed a full game of bowling and evaluate execution of techniques learned.

## Equipment and Materials

- Quizzes
- Bowling alley
- Bowling balls for students
- Pencils
- Scorecards
- Bowling shoes or socks

## Introduction

*Today, you will take the overall bowling quiz and complete a game. After you turn in your quiz to me, you may gather your balls and shoes. You will score and evaluate your bowling performance. Do you have any questions about the bowling quiz? (Address questions from students.)*

## Instructional Task: Bowling Quizzes

### ■ PRACTICE TASK

Prior to the quiz, you may answer questions or generate questions to students.

Quizzes can be made or printed off from online resources.

### Student Choices/Differentiation

Offer to extend time for any student who needs it.

### What to Look For

- Students score 70 percent or higher on the quiz.
- Students know basic rules, etiquette, and scoring.
- Re-assess low performers.

## Instructional Task: Bowling With Scorecard and Self-Evaluation

### ■ PRACTICE TASK

Students are to bowl one complete game (if time allows, two would be better).

Students score the game.

Assessment: While students are bowling, walk around and assess students' four-step approach.

### Extension

Students evaluate performance with a self-reflection essay.

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**EMBEDDED OUTCOME: S.4.M.1.8.** During the self-reflection, students should accept responsibility to improve their scores as well as fitness levels.

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### Student Choices/Differentiation

Students may take more time to bowl or may keep score during the bowling activity.

### What to Look For

- Students are using the four-step approach accurately.
  - Students are hitting the front pins accurately.
  - Students are keeping scorecards correctly. (Clarify when needed.)
  - Self-evaluations cover issues and successes the students experienced.
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### Formal and Informal Assessments

- Formal assessment: bowling quiz, scorecard, and self-evaluation
- Observation of students' 4-step approach technique

### Closure

- I hope that you enjoyed bowling.
- What was the biggest problem you faced with scoring today?
- Did you enjoy the traditional game or the games that you created more?

*In our next class, we will start a target game called croquet.*

### Reflection

- Was there anything during this lesson that I need to focus on for the next time I teach it?
- How can I involve other areas of study in this bowling unit? (e.g., history, math, art)
- After reviewing the quizzes, what areas need to be stressed the next time bowling is taught?
- After reviewing the scorecards and self-evaluations, which areas should be addressed? (e.g., cheating, self-doubt, lack of skill comprehension)

### Homework

*Research croquet on the Internet or in a book at the library. Write a brief paragraph of five or six sentences describing what it is.*

### Resources

Grinfelds, V., & Hultstrand, V. (2003). *Right down your alley. The complete book of bowling*. Belmont, CA: Wadsworth.

Physical and Health Education America: [www.pheamerica.org](http://www.pheamerica.org)

Rules of Bowling: [www.rulesofbowling.com](http://www.rulesofbowling.com)