

Bowling Block Plan

Lesson 1: Finding the right size and weight for you.	Lesson 2: The 4- step approach.	Lesson 3: The grips to bowling.	Lesson 4: Foot placement and finding my target.	Lesson 5: Throwing the strike ball.
Lesson 6: Pin no tap.	Lesson 7: Pickup that spare: 3-6-9 approach.	Lesson 8: Low ball.	Lesson 9: Bowl for a grade: Technique and score.	Lesson 10: Rock and bowl.
Lesson 11: Scoring the game.	Lesson 12: Score your own game.	Lesson 13: Review: Grip, approach, and spare.	Lesson 14: League setup and rules.	Lesson 15: League play.
Lesson 16: League play.	Lesson 17: League play.	Lesson 18: League play.	Lesson 19: Bowl for a grade: Technique and score.	Lesson 20: Test: Scoring a game, and picking up spares.
Lesson 21: Rock and bowl.	Lesson 22: Review: grip approach, and spare.	Lesson 23: Bakers doubles.	Lesson 24: Scotch doubles.	Lesson 25: Match Play.
Lesson 26: Low ball.	Lesson 27: Test: Scoring a game, picking up spares.	Lesson 28: Singles tournament.	Lesson 29: Bowl for a grade: Technique and score.	Lesson 30: Rock and bowl.

Bowling Unit
Lesson Plan 1: Syllabus, Ball size and weight

Objectives (Behavioral)

A. Student:

1. By the end of class students will know what is expected out of them during class according to the syllabus by filling out a written syllabus questionnaire. (Naspe standard 5)
2. By the end of class students will be able to identify the proper size and weight bowling ball for themselves by designating a ball to be used for the unit. (Naspe standard 2, Naspe standard 5, Ealr 1.3)
3. By the end of class students will be able to identify how a ball should fit on their hand by demonstrating a correct fit to me. (Naspe standard 2, Ealr 1.3)

B. Teacher:

Equipment:

- 30 syllabi (1 per student)
- 30 syllabi questionnaires (1 per student)
- 2 pinnies
- 13 gatorskin balls
- Variety of sizes and weights of bowling balls grouped with like sizes on ball racks
- 10 Permanent markers
- Masking Tape
- Bathroom scale
- 1 pencil for each student

Instant activity: Don't get caught with the cookie. Two students will be designated as taggers, and be given pinnies. Out of the remaining students, half will be given balls, and half will not. The taggers can only tag a student who has a ball, or "cookie". To keep from getting tagged, the students must throw the ball to a student who is in open space and who does not have a ball. If the ball is dropped while being thrown, both the thrower and the student to whom the ball was thrown to will do 5 jumping jacks. If a student with a ball gets tagged, they will also do 5 jumping jacks. You cannot throw it back to the person who threw it to you. Change taggers often.

Set Induction: Has anyone here ever been to a bowling alley for fun or for some ones birthday party? It was probably a really fun time! We are going to be learning how to become skilled at bowling so that the next time you go bowling you are going to bowl like a pro!

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Informing Task: When I say GO, I want all of you to get one syllabus per person and one pencil and begin reading it back in your place, fill out the attached questionnaire, noting anything you have a question about. GO.</p>			
<ul style="list-style-type: none"> • Sit students in a half circle with stack of syllabi in the center with pencils next to them, have each student go over their individual syllabus. • Pause and allow for questions at many occasions, as needed. • Students will need to be weighed so that they are fitted with the proper weight bowling ball, to minimize any embarrassment associated with weight, the students will stand against the wall and will come one at a time over to the scale with the teacher and will then be directed as to where to go after they have been weighed. • After being weighed students will go to the colored line that correlates 	<ul style="list-style-type: none"> • Go over syllabus in detail. Make certain that attendance and proper dress is emphasized. • When I say GO, I want you to put your syllabus against the wall and form a single file line over against the wall. GO • Weigh students one by one, making sure that if any student is uncomfortable with their weight that you don't force them to be weighed. • Inform students that the correct weight of a bowling ball is roughly 8-10% of their body weight. 		

with their weight. (see attached diagram for weight lines and ball rack setup)			
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<ul style="list-style-type: none"> • Students should now be in several different lines according to their body weights. • Have the balls organized so that the correct weight of ball is in front of the corresponding weight lines. • Students should by now have selected a ball of the correct weight and correct fit. • Have a roll of masking tape at the front of every line along with a couple of permanent markers. 	<ul style="list-style-type: none"> • Inform students about how a ball should properly fit their hand. • When I say GO, I want you to walk to the rack of bowling balls in front of your line and find a ball that fits according to how I have explained a ball should fit, and then return to your line with your ball so I can come around and check them. GO • When I say GO, I want everyone to get a piece of masking tape and write their name on it, and stick that piece of tape on the ball that you will be using. GO • Once all of the students have put their names on their balls, they should return them to the appropriate racks. 	<ul style="list-style-type: none"> • Your thumb should fit snug, make a “popping” noise when it is pulled out. • Your middle and ring finger should be a loose fit, and the hole should not go past the second knuckle. 	
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Closure: Instruct students that they are to take the syllabus home and to go over it with their parents, and they are to return it to class the signed by their parents the next day. Good Job today class, now that we have all found the balls that we are going to be using, tomorrow we are going to start bowling for real. Over night I want all of you to start thinking about what things might make a person a successful bowler.

**Physical Education Program
Bowling Lesson Plan #2**

Objectives (Specific, Behavioral, Assessable)

A. Student:

1. By the end of the class, the students will demonstrate how to bowl using the four-step approach by visual examination. (Naspe standard 1, Ealr1.1)
 - a. Lock arm- Keep arm locked and don't bend in the back swing.
 - b. Bend knees- bend your knees so that the ball doesn't drop to the floor when you release it.

B. Teacher:

Equipment: (for a class of 30 students)

1. 30 bowling balls
2. 10 bowling lanes
3. 10 Pads to stop bowling balls
4. "X" for each place where bowling pin goes on the ground.

Instant Activity: “Anteater tag” Two students will be the tagger, or anteater. The anteaters will have a long object of choice that they will hold up to their nose. Every one else is an ant and they don’t want to be tagged by the anteater. If tagged you will lay on your back. Four ants can grab your arms and legs and pick you up and bring you to a hula hoop, or the hospital. Once you are placed in the hospital you are able to run around again. If you are taken a wounded ant to the hospital they can not be tagged.

Set Induction: It’s frustrating to bowl a gutter ball, right? Well, one reason we bowl a gutter ball is because we are inconsistent. That is we change our approach every time. So today you are going to learn the four-step approach.

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Bowling balls are on racks. Ten bowling lanes are set up and ready. 			
<p>Informing Task: When I say “go” line up across bowling alley and first listen for four-step approach. We will do each step one at a time and then we will work on it without a ball doing all four steps at the same time. “Go.”</p>			
<ul style="list-style-type: none"> Students in line formation across bowling alley. 	<ul style="list-style-type: none"> Step one is where you start with your feet together step with your left foot if you are right handed and your right foot if you are left handed. The ball should start at your belly button and then you move the ball straight out in front of you as you take your first step. 	<ul style="list-style-type: none"> Feet together – Start with your feet together so that you are always starting the same. 	
	<ul style="list-style-type: none"> The second step is to step with your right foot if you are right handed and your left foot if you are left footed. As you step allow the ball to come down to your knee. You will be holding the ball with only one hand. 	<ul style="list-style-type: none"> Lock arm – keep your arm locked so it stays straight. 	
	<ul style="list-style-type: none"> The third step is to step with your left foot if you are right handed and your right foot if you are left handed. As you step move your ball arm back until it won’t go any farther. 	<ul style="list-style-type: none"> Lock arm – Keep your arm locked so it stays straight 	
	<ul style="list-style-type: none"> The fourth step is to slide your bowling hand side foot behind your other foot. 	<ul style="list-style-type: none"> Bend Knees – Bend your knees so ball can be released on ground and so that ball 	<p>Lets see if we can do all four steps consecutively five times in a row.</p>

	While you do this bend your knees and allow the ball to come forward. When the ball hits the ground release the ball and bowl.	doesn't bounce on floor.	
<ul style="list-style-type: none"> • Students in groups of three with a bowling ball. • Bowling lanes set up. 	<ul style="list-style-type: none"> • When I say "go" grab a ball and get into groups of three, once you have your group you may go to a bowling lane. If you do not have a group you can come to me and I can place you into a group. "Go." • Have one bowler bowl sing the four-step approach. The other two students will pick up the pins and ball after they bowled. 	Review three key refinements: Feet together, lock arm, and bend knees.	<ul style="list-style-type: none"> • How many pins can you knock down at one time?
Closure/Assessment			
<p>I want you to show me what you have learned in today's class. To do this I am going to ask you to demonstrate some skills and answer some questions.</p> <ul style="list-style-type: none"> • Close your eyes and bowl without the ball using the four step approach. • What were two of our reminder words for today? Yes, lock arm and bend knees. 			

Physical Education Program
Bowling Lesson #3: Grips to Bowling

1. Objectives (Specific, Behavioral, Assessable)

A. Student:

1. By the end of the class, the students will demonstrate correct hand and wrist placement to all three grips, while attempting to bowl a ball down the lane. (NASPE Standard 1.0, EALR 1.1)
 - a. Hand shake grip – Start in a hand shake position and rotate your thumb to 2 O'clock.
 - b. Suit case grip – Hold the ball like you are holding a suitcase when bowling. Keep your wrist locked.
 - c. Power grip – Start with your hand under the ball and as you release the ball spin the ball up towards your thumb side.

B. Teacher:

2. Equipment: (for a class of 30 students)

1. 30 bowling balls
2. 15 mats
3. 15 bowling lanes
4. 15 bowling pins

Content Development*

Instant Activity: “Soccer Bowling” When I say **GO** find a partner. One partner get a bowling pin and the other partner get a soccer ball. Place your bowling pin down in open space as far away from other partners as possible. One person will guard the bowling pin while the other person will go around and try to kick your soccer ball into another persons bowling pin. If your bowling pin gets knocked down you can pick your bowling pin up.

Set Induction: In baseball pitchers throw fastballs, curveballs, and sliders. They all move differently and seem impossible to hit! Well, in bowling there different ways to make the ball curve as well. And did you know that if you can get the bowling ball to curve you have a higher chance of knocking more bowling pins down, which lead to the most exciting thing in bowling, a **STRIKE!**

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • 15 bowling lanes with 10 bowling pins for each lane, and a mat against the wall to stop the bowling ball. • One bowling pin placed on an “X” taped on the floor in the center of the bowling lane. 			
<p>Informing Task: When I say “go” go get your bowling ball and find a partner. Once you have a partner go to a bowling lane. If you have no partner come to me and I will help you find a partner. GO</p>			
<ul style="list-style-type: none"> • Partners at each bowling lane. • Students pick up own bowling ball. 	<p>1. The first bowling grip is called the hand shake grip. Everyone reach out like you were going to shake hands. Now rotate your thumb to 2 O’clock. Put your thumb in your bowling ball and middle and ring fingers in the other two holes. When you release the ball just make sure your hand stays with your thumb pointed at 2 O’clock. Begin bowling with your partner alternating every shot and placing the bowling pin back up on the “X.”</p>	<p>Keep your thumb placed at 2 O’clock when you bowl.</p> <p>Follow thru.</p>	<p>See if you can get the bowling ball to make a little curve before it hits the bowling pin.</p>
	<p>2. The second grip is the suit case grip. Act like you are holding a suitcase. Place your thumb in the thumb hole and your middle and ring finger in the finger holes. When you bowl the ball make sure your</p>	<p>Keep your wrist locked.</p> <p>Follow thru.</p>	<p>See if you can get the bowling ball to make a little curve before it hits the bowling pin. But it should have a little bit more curve than the hand shake grip.</p>

	<p>wrist stays locked keeping your finger tips pointed straight at your leg. When the ball releases your thumb should leave it's hole first allowing your fingers to put a little spin on the ball. Begin bowling with your partner alternating every shot and placing the bowling pin back up on the "X."</p>		
	<p>3. The power grip is the last grip and is extremely tough. If you can't get the ball to curve don't worry, but I would like you to try. First start with your hand under the ball and your thumb in the thumb hole and your middle and ring finger the other finger holes. Right when you release the ball spin the ball by pulling your thumb to your face. Begin bowling with your partner alternating every shot and placing the bowling pin back up on the "X."</p>	<p>Thumb to face. Follow thru.</p>	<p>Try to see if you can get the ball to curve, and see how far you can get it to curve.</p>
	<p>4. By now you may have a preference in which grip you like best. If you don't have a preference keep practicing all of them until you find one you like. Practice on your accuracy for the rest of the class period.</p>	<p>Remember: Keep your thumb placed at 2 O'clock when you bowl. Keep your wrist locked. Thumb to face. Follow thru.</p>	<p>See how many times you can hit the bowling pin down in a row.</p>
<p>Closure/Assessment</p>			
<ul style="list-style-type: none"> • Close your eyes and put your hands where you would if you were bowling with a hand shake grip. • Close your eyes and put your hands where you would if you were bowling with a suit case grip. • Close your eyes and put your hands where you would if you were bowling with a power grip. 			

Bowling Unit
Lesson Plan #4: Foot placement and Target

Objectives (Behavioral)

A. Student:

1. By the end of class students will be able to show their knowledge of correct foot placement as it relates to their target by visual assessment. (Naspe standard 1, Naspe standard 2, Naspe standard 5, Earl 1.1, 1..2)

B. Teacher:

Equipment:

- 2 foam taggers
- 1 foam ball
- Masking tape
- Plastic bowling pins (enough for half of the number of students)
- Softballs or similar size balls (enough for half of the number of students)
- Bowling balls on racks
- Foam gym mats for backstops

Instant activity: Rollunder Tag. Select two taggers to chase the students around the gym. Once tagged, the students must go into push-up position. In order to be freed, the saver must go to the side of the student and wait for another classmate to come to the tagged students aide on the opposite side. Once that happens then the saver must roll the ball under the student (the one in push-up position) and the helper must roll it back under. Once this occurs the student is free. The saver and helper may not be tagged while they are at the tagged students side. When they are not helping, they may be tagged. If the student is just waiting to be a helper by a tagged student, they then may be tagged also. Any student may be the helper. The students will learn that the more they help the more students they can save. The game is over if all the student get tagged or after a designated time period.

Set Induction: If you have ever been bowling than you know how hard it is to bowl a strike. Today we are going to learn how to aim the ball so that we can impress everyone with our accuracy the next time we go bowling with friends or family!

MAF/Instructional technique	Extensions	Refinements	Applications
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Informing Task: When I say **GO**, I want everyone to pair up with one person that has different color hair than you, and you and your partner will go get only one soft ball from the bucket and only one bowling pin from the bag and will come over and sit in a circle around me by the wall. **GO**

<ul style="list-style-type: none"> • Bucket of softballs and mesh bag of plastic bowling pins should be set near by. • After the instructions have been given, go stand against a wall with room for all of the pairs to be side by side with space between them. • Wait until all students are seated in front of you and quiet so that you can tell them the instructions for the next activity. • (See Softball bowling diagram for setup) • After the application have the class stop, give you their attention, and then tell them to return the balls and the pins to their proper locations and when 	<ul style="list-style-type: none"> • When I say GO, I want the taller partner to take the bowling pin and set it on the circle on the floor and stand behind it, then I want the other partner to kneel down on one knee on the masking tape line and begin rolling the softball as if it were a bowling ball, and try to knock down the pin. The partner's job that is standing is to return the ball and set the pin back up. Switch every 5 rolls. GO • If some students find this too easy, they can back up 2 steps. • If students are finding this hard, have them come 2 steps closer 	<ul style="list-style-type: none"> • Reach arm straight back as if you were grabbing something behind you • Keep arm straight when swinging to release the ball. • Follow-through straight right up towards your mouth • Ball to the right move right. • Ball to the left move left. <p>Remember:</p> <ul style="list-style-type: none"> • Reach arm straight back as if you were grabbing something behind you • Keep arm straight when swinging to release the 	<ul style="list-style-type: none"> • See if you can knock the pin down 3 out of 5 times • While using correct form, see how many times out of ten, you can bowl your ball into the head pin.
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<p>that is done, to sit in a semi-circle around you and wait for the next task.</p> <ul style="list-style-type: none"> • (See Gym setup diagram) • Set up bowling lanes prior to class using masking tape as the diagram shows. Use only one pin to simulate the headpin. Mark an X using masking tape in the center of each lane to show where the pin should go. • Put seven squares of tape in front of the masking tape foul line evenly spaced for each lane, and ten feet down each lane put seven squares of tape evenly spaced to represent the arrows. (See lane diagram for setup) • Wait for students to join you for instructions. It is very important that your students understand how this activity will work so that everyone stays safe. 	<ul style="list-style-type: none"> • Have students perform this exercise until each student has rolled the ball 50 times. • Once the students have all performed this task 50 times, have the students attempt the application • Instruct the students that there is a masking tape X in the center of every lane. There will be one pin on that X simulating the head pin. This is what they are going to try to hit. • Both partners are going to stand at the top of a lane and this time the shorter partner is going to go first. When I blow the whistle the front line will bowl, then retrieve their ball and set the pin back up. They will then go to the side of the lanes and return to the top of their lane and bowl once the lanes are cleared and prepared by their partner who has just bowled while they were returning. • There are 7 arrows ten feet down the lane. If you are right handed pick an arrow on the 	<p>ball.</p> <ul style="list-style-type: none"> • Follow-through straight right up towards your mouth 	
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	<p>right side, and the left side if you are left handed. This is your target.</p> <ul style="list-style-type: none">• If you are right handed your right big toe is the toe you use as a starting point. It should be on a dot that is 10 feet behind the foul line. If you hit your target and the ball does not hit the bowling pin, you only move your starting point by moving left if your ball is to the left and right if your ball is to the right. But you always aim for the same arrow.		
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Closure:

- If my bowling ball is right of the pin, which way do I adjust? Yes, to the right
- If my bowling ball is left of the pin, which way do I adjust? Yes, to the left.
- What is my "target" when I bowl? Yes, the arrows 10 feet in front of the foul line.

Physical Education Program
Bowling Lesson Plan #5: Throwing the Strike ball

1. Objectives (Specific, Behavioral, Assessable)

A. Student:

1. By the end of the class, the students will demonstrate where there ball should hit the pocket to have the highest strike percentage, by visual confirmation to the teacher. (NASPE Standard 2, EALR 1.1)
 - a. The ball should hit between the first and second pin to the right if they are right handed and the opposite if they are left handed.

B. Teacher:

2. Equipment: (for a class of 30 students)

1. 15 Bowling lanes
2. 30 Bowling balls
3. 15 Mats
4. 45 Bowling Pins
5. Masking tape
6. 10 Scooters
7. 4 cones

Content Development*

Instant Activity: “Scooter bowling” In groups of three, have one person in each group get a scooter. There will be bowling pins scattered across the floor and four cones marking the boundary. One person will be on the scooter and the other two partners will each grab an arm. When I say “go” you will begin dragging your partner on the scooter around trying to knock down as many pins as possible. When all of the bowling pins are knocked down I will blow my whistle. Once I blow my whistle everyone will stop and begin placing all of the bowling pins back up, and then you will go back to your scooter and rotate so that a new person is on a scooter. When I blow my whistle again you will begin to knock down as many bowling pins as you can.

Set Induction: I know we have been practicing knocking down only one bowling pin, but in bowling there are 10 bowling pins and if you knock them all down it is a strike! Today we are going to work on trying to bowl the ball into the best position to knock down all of the pins, this is called the pocket.

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • 15 bowling lanes with 45 bowling pins for each lane, and a mat against the wall to stop the bowling ball. • One bowling pin placed on an “X” taped on the floor in the center of the bowling lane. And the other two exactly 12 inches away from any other bowling pin. • 			

Informing Task: When I say “go” go get your bowling ball and find a partner. Once you have a partner go to a bowling lane. If you have no partner come to me and I will help you find a partner. **GO**

<ul style="list-style-type: none"> • Partners at each bowling lane. • Students pick up own bowling ball. 	<p>1. Yesterday you found the spot on the lane in which your feet start. Your target is not the bowling pins, but the arrows a third of the way down the lane. If you hit your arrow when you bowl the ball, and your bowling ball is left, then you move your feet left the next time you bowl and aim for the same target. If your bowling ball is right of the bowling pins, then you move your feet right the next time you bowl and aim for the same target. However, if you miss</p>	<p>Ball right, move right.</p> <p>Ball left, move left.</p> <p>Aim to arrow.</p> <p>Remember:</p> <ul style="list-style-type: none"> -If hand shake grip thumb at 2 O’clock. -If suit case grip Keep your wrist locked. -If power grip thumb to face. -Follow thru. 	<p>See how many times you can knock all three pins down.</p>
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	<p>your arrow and the ball is not on target, don't move your feet. You could be in the right starting position and you just missed your arrow. Use whatever grip you prefer and begin bowling with your partner. Alternate shots and pick up your bowling pins and place them on the "x" after every turn.</p>		
	<p>2. The bowling pocket is where you want the bowling ball to hit when you are trying to get a strike. The bowling pocket for right handed bowlers is to the right of the first bowling pin, and to the left of the second bowling pin between the two bowling pins. For left handed bowlers, it is the opposite. To the left of the first bowling pin, and to the right of the second bowling pin. Begin bowling with your partner alternating shots and placing each bowling pin on the "x" after the each shot.</p>	<p>Find the pocket.</p> <p>Ball right, move right.</p> <p>Ball left, move left.</p> <p>Aim to arrow.</p> <p>Remember:</p> <ul style="list-style-type: none"> -If hand shake grip thumb at 2 O'clock. -If suit case grip Keep your wrist locked. -If power grip thumb to face. -Follow thru. 	<p>How many times can you hit the pocket in a row?</p> <p>Now bowl ten shots, and count how many times you hit the bowling pocket. Did you hit the pocket 3 times? 4 times? 5 times? 7 times?</p>
<p>Closure/Assessment</p>			
<p>I want you to show me what you have learned in today's class. To do this I am going to ask you to demonstrate some skills and answer some questions.</p> <ul style="list-style-type: none"> • Where should the bowling ball hit to have the highest percentage to make a strike? Yes, the ball should hit between the first and second pin to the right if they are right handed and the opposite if they are left handed. • What is the area called where we want the ball to hit on a strike? Yes, the pocket. 			

Bowling Unit
Lesson Plan #6: Pin No-Tap

Objectives (Behavioral)

Student:

1. By the end of class students will be able to see what adjustments they need to make in order to throw the strike ball by working on the Pin No-Tap worksheet. (Naspe standard 1, Naspe standard 2, Earl 1.1, 1.2)

Teacher:

Equipment:

- 15 lanes at a bowling alley (2 students per lane)
- Bowling shoes (1 pair per student, supplied by bowling alley)
- Students designated bowling balls from school
- Pin No-Tap Assessment sheet
- Pencils (one for each student)

Instant activity: Now that we are in a real bowling alley, you all probably want to start bowling as fast as you can. Right? For warm up today, as soon as you get your shoes on, have your personal bowling ball and are on an open lane, you may begin bowling. (This exercise should only last for about the first five minutes.)

Set Induction: : Has anyone here ever bowled before and thrown what looked like a perfect shot only to have nine pins fall and leave one standing? Today I am going to introduce you all to a game called Pin No-Tap. In this game, if you knock down 9 pins with your first throw, it counts as a strike!

MAF/Instructional technique	Extensions	Refinements	Applications
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Informing Task: When I say **GO**, I want you to pair up with one student that you haven't been partners with, get a Pin No-Tap worksheet, one for each of you and then go to one of the 15 lanes. Only 2 people per lane, and place your bowling balls on the rack at your lane then be seated and wait for my instructions. **GO**

<ul style="list-style-type: none"> This lesson will take place at a local bowling alley. You should reserve 15 lanes all side by side. Wait until all of the students have chosen partners, put their balls down and are ready to listen. Bowling alley computer scoring systems can be programmed automatically for Pin No-Tap games. Students should begin bowling. After every frame they are to be filling out there worksheets. It is best to walk to each lane and look at every students worksheet and see how they are doing and offer them tips and suggestions or to give encouragement or praise. 	<ul style="list-style-type: none"> Today we are going to play a game called Pin No-Tap, this is a fun way to get high scores and lots of strikes, even if you only knock down 9 pins on your first throw. This is the only thing that is different between this game and normal bowling. The partner with the longer hair is going to bowl first. After you bowl every frame, you need to fill out your Pin No-Tap worksheet. Make sure you fill out your sheet accurately. When I say GO, I want the partner with the longer hair to begin bowling. Remember all of the steps that we have learned in class. Take your time and do your best to use the 	<p style="text-align: center;"><u>Review Cues</u></p> <ul style="list-style-type: none"> Four Step Approach-Feet together, Lock arm, Bend knees Reach arm straight back as if you were grabbing something behind you. Keep arm straight when swinging to release the ball. Follow-Through straight, right up towards your mouth. <p style="text-align: center;"><u>Cues specific to today's lesson</u></p> <ul style="list-style-type: none"> Ball to the right of strike pocket move your starting point to the right. Ball to the left of strike pocket, move your starting point to the left. 	<ul style="list-style-type: none"> Pin No-Tap worksheet Have students really focus on knocking down more pins and having a higher score the second half (last five frames). See if you can score 100
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<ul style="list-style-type: none">• Students will most likely only be able to finish one complete game in the time allotted. If they finish before the time is up, they may start another.• When time has expired, stop all of your students and have them finish filling out their worksheets and have them join you for lesson closure.	<p>proper techniques we have learned. Make sure you fill out your work sheet after every frame.</p> <p>GO</p>		
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	<ul style="list-style-type: none">• If you finish an entire game before the end of the period, you and your partner may start another game, but I don't want to see anybody rushing. Continue to use the correct technique. I want to see quality bowling over quantity.		
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Closure:

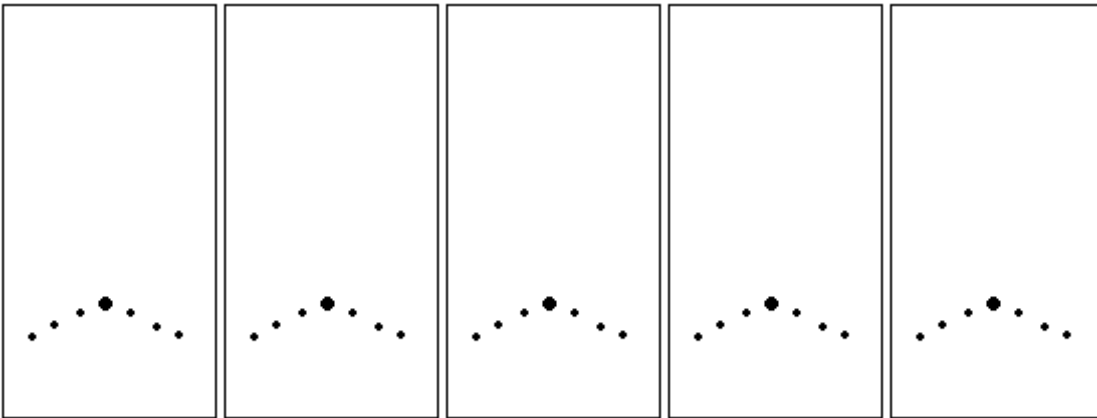
- When I say **GO**, I want you to all change your shoes and return them to the front desk. Then I want you to get your bowling ball and worksheet and report to me. **GO**
- Wait for the students in a common area, such as the lobby or right in front of the front desk. Have students sit in chairs in the lobby if available or stand if no chairs are available. **Collect all of the student work sheets.**
- Ask, What was the purpose of playing the game Pin No-Tap? Right, we played it because it rewards us with a strike if we hit the strike pocket but only 9 pins fall down.
- Ask, What are some cues that can help us to be more accurate when we bowl?
- Ask, How many people saw great improvement by paying close attention to the arrows and dots in relation to where their ball went?
- Ask, Who had fun!?
- Make sure all students have returned their shoes and have their ball with them and are ready to load the bus.

Pin No-Tap

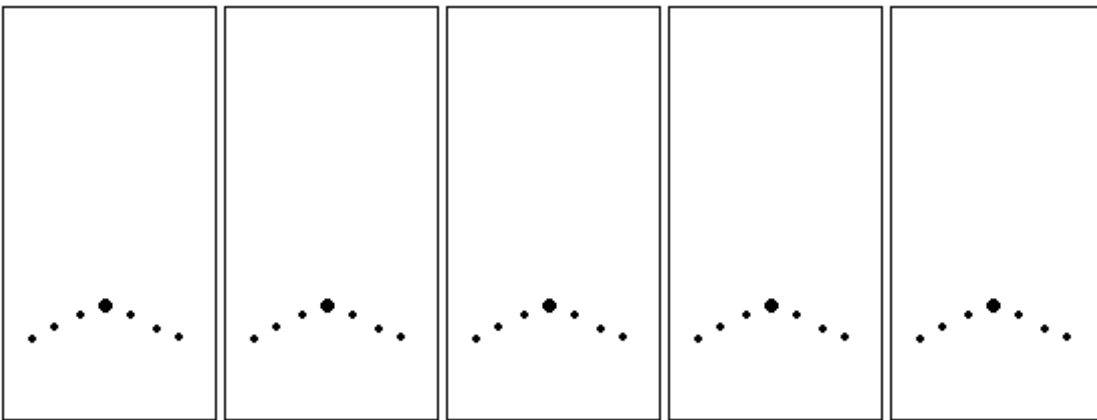
NAME _____

FILL OUT AFTER EVERY FRAME YOU BOWL

On the following diagrams, circle the dot your foot started on and circle what arrow you aimed for. Draw the path of the ball, and then write how many pins were knocked down. **Only do this for the first throw of each frame. Remember!** If your ball went over the arrow you aimed for but did not get a strike, you need to move one way or the other. If your ball missed to the left, you need to start farther left, if you missed right, you need to start farther right but still need to aim for the same arrow. **If your ball did not go over the arrow you aimed for, keep aiming at the same arrow** until you go over it and then make adjustments.



Pins down___ Pins down___ Pins down___ Pins down___ Pins down___



Pins down___ Pins down___ Pins down___ Pins down___ Pins down___

Physical Education Program
Bowling Lesson #7: Pick Up That Spare: 3-6-9 Approach

1. Objectives (Specific, Behavioral, Assessable)

A. Student:

1. By the end of the class, the students will demonstrate the proper foot placement needed to pick up spares using the 3-6-9 spare system. (NASPE Standard 2.0, EALR 1.2)
2. Students will demonstrate knowledge of the correct cues during the lesson by using correct form and technique. (NASPE Standard 1, EALR 1.1)

B. Teacher:

2. Equipment: (for a class of 30 students)

1. 30 bowling balls
2. 15 bowling lanes
3. 30 Bowling Shoes

Content Development*

<p>Instant Activity: (At bowling alley) “Shoes to Lanes” When I say “go” you may go to the front desk at the bowling alley and pick up your size of shoe. Once you get your shoes and you have them put on you can pick up your bowling ball and begin bowling. You have 5 minutes, “GO.”</p>			
<p>Set Induction: Now no bowler is perfect. So the question is how do we adjust to knock down the rest of the bowling pins on our second shot? It can be really simple, as long as you know how to count to 3, 6, and 9.</p>			
MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> 15 bowling lanes at bowling alley. 			
<p>Informing Task: When I say “go” go get your bowling ball and find a partner. Once you have a partner go to a bowling lane. If you have no partner come to me and I will help you find a partner. GO</p>			
<ul style="list-style-type: none"> Partners at each bowling lane. Students pick up own bowling ball. Each student has bowling shoes on. 	<p>1. To pick up spares, or bowling pins that we didn't knock down on our first shot, we use the 3-6-9 system. Here is a diagram of the pins and what number they are called. (Diagram attached to end of lesson) Now if you are a right handed bowler, you are trying to get the ball to hit between the 1 and 3 bowling pin, your starting point. If you leave the bowling pins between 3 and 6 you start 3 one inch boards to the left. If you need to hit the bowling pins between 6 and 10 you move 6 boards to the left. If you need to hit the</p>	<p>Ball right, move right.</p> <p>Ball left, move left.</p> <p>Aim to arrow.</p> <p>Remember:</p> <ul style="list-style-type: none"> -If hand shake grip thumb at 2 O'clock. -If suit case grip Keep your wrist locked. -If power grip thumb to face. -Follow thru. 	<p>Can you pick up one pin on your second shot?</p> <p>Can you pick up all of your remaining pins on your second shot?</p>

	<p>bowling pins between pins 1 and 2 you move 3 boards to the right. If you need to hit the bowling pins between pins 2 and 4, you move 6 boards to the right. And if you need to hit the bowling pins between pins 4 and 7, you move 9 boards to the right. Your starting point is always the same, you just adjust either 3, 6, or 9 boards from your starting point and aim at the same arrow. If you do this you should be able to pick up your spare. So today I want you to bowl using the cues to the grips you have learned and bowl your first shot. If you have spares work on picking them up using the 3-6-9 approach.</p>		
Closure/Assessment			
<ul style="list-style-type: none">• What is the system called for picking up spares? Yes, the 3-6-9 system.• What does the 3-6-9 system mean? Correct, you move either 3, 6, or 9 boards to the left or right depending on what bowling pins you are trying to knockdown.			

Number of Pins

7 8 9 10
4 5 6
2 3
1

Bowling Unit
Lesson Plan #8: Low Ball

Objectives (Behavioral)

A. Student: By the end of class students will be able to show understanding of the purpose and how to play “Low-ball” through the worksheet and improve their command over the balls accuracy. (Naspe standard 1, Naspe standard 2, Earl 1.1, 1.2)

B. Teacher:

Equipment:

- 15 lanes at a bowling alley (2 students per lane)
- Bowling shoes (1 pair per student, supplied by bowling alley)
- Students designated bowling balls from school
- Low ball score sheet
- Pencil (one for each student)

Instant activity: Now that we are in a real bowling alley, you all probably want to start bowling as fast as you can. Right? For warm up today, as soon as you get your shoes on, have your personal bowling ball and are on an open lane, you may begin bowling. (This exercise should only last for about the first five minutes.)

Set Induction: In previous lessons we have been working on our techniques to get the ball to hit the strike pocket, but as I am sure you are finding out, it's a hard task. Often we are left with pins in the corners of the lane and more often than not we will be working towards picking up a spare. Today we are going to play a game that will help us work on getting those pins out of the corners.

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Informing Task: : When I say GO, I want you to pair up with one student that you haven't been partners with, get a Low ball score sheet, one for each of you and then go to one of the 15 lanes. Only 2 people per lane, and place your bowling balls on the rack at your lane then be seated and wait for my instructions. GO</p>			
<ul style="list-style-type: none"> This lesson will take place at a local bowling alley. You should reserve 15 lanes all side by side. Wait until all of the students have chosen partners, put their balls down and are ready to listen. For this game, you will ignore the computer scoring systems, and each student will bowl only 20 times each, so even if they get a strike, they will bowl a second time. Students should begin bowling. After every throw they are to be filling out there worksheets. It is best to walk to each lane and look at every students worksheet and 	<ul style="list-style-type: none"> Today we are going to play lowball and it is a very simple game to play. The lower the score the better. This means that we are going to be aiming at the corner pins. Does anyone know what purpose this game serves? Right, we are learning how to knock the pins down that are left over to pick up a spare. However, if you throw a gutter ball that counts as a strike, so you really need to concentrate on keeping your ball on the lane and hitting pins but not a lot of pins. Another rule that applies to this game is that if you knock over 7 pins for example, on your first throw and then miss the three that are left over, 	<p style="text-align: center;"><u>Review cues</u></p> <ul style="list-style-type: none"> Four Step Approach- Feet together, Lock arm, Bend knees Reach arm straight back as if you were grabbing something behind you. Keep arm straight when swinging to release the ball. Follow-Through straight, right up towards your mouth. <p style="text-align: center;"><u>Today's cues</u></p> <ul style="list-style-type: none"> If your ball is going to the right of your target, move your starting point to the right while still aiming at the same arrow, and move your starting point to the left if you are missing your target to the left while still aiming at the same arrow. 	<ul style="list-style-type: none"> How is a gutter ball scored? How many times are we going to bowl in a game? What is the purpose of this? game Can you score under 60? Can you get less than 4 pins in two consecutive throws? Can you see a change in your balls location after moving your starting point?

<p>make sure that they are filling out their scoring sheets correctly and offer them tips and suggestions or to give encouragement or praise.</p> <ul style="list-style-type: none">• Also, field any questions that the students may have for you.• Students will most likely only be able to finish one complete game in the time allotted. If they finish before the time is up, they may start another. When time has expired, stop all of your students and have them finish filling out their worksheets and have them join you for lesson closure.	<p>that counts as a spare, if you knock all three down, it counts as a spare, so you want to hit only one or two.</p> <ul style="list-style-type: none">• After every throw you need to fill in your score sheets. Shade in the pins you knocked down and write down the score in the bottom right corner of the square.• When I say GO, I want the taller partner to begin bowling. Remember all of the steps that we have learned in class. Take your time and do your best to use the proper techniques we have learned. Make sure you fill out your scoring sheet after every time you bowl. GO• If you finish an entire game before the end of the period, you and your partner may start another game, but I don't want to see anybody rushing. Continue to use the correct technique. I want to see quality bowling over quantity.• If you and your partner		
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	<p>finish a game, compete the next game and push each other to get a lower score and help each other improve with tips you think will help them after observing their technique.</p> <ul style="list-style-type: none">• When I say GO, I want you to all change your shoes and return them to the front desk. Then I want you to get your bowling ball and worksheet and report to me. GO		
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Closure:

Wait for the students in a common area, such as the lobby or right in front of the front desk. Have students sit in chairs in the lobby if available or stand if no chairs are available.

- **Collect all of the students scoring sheets**
- Did anyone score below 100? 90? 80? Etc...
- Can anyone tell me 2 cues of the four-step approach?
- What are some tips that your partner gave you to improve your technique?
- **Make sure all students have returned their shoes and have their ball with them and are ready to load the bus.**

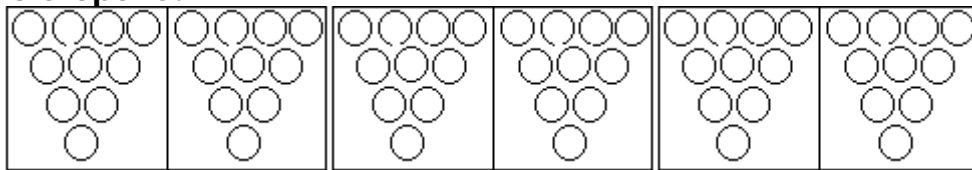
NAME _____

Low Ball Score Sheet

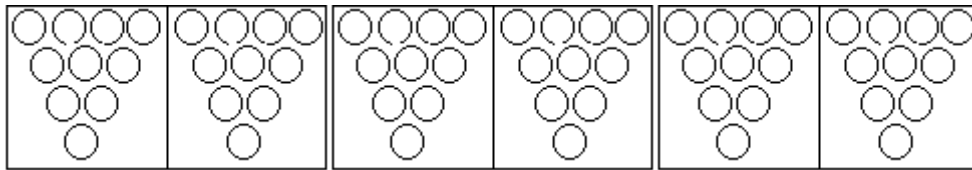
The object of the game low ball is to get the **lowest score** possible. We are trying to work on getting those pins in the **corners** to learn how to pick up spares. There are 20 sets of pins on this sheet. You have twenty throws of the ball in low ball. **Every time** you throw the ball, mark on this sheet which pins you knocked over by filling in the circles that represent your pins, and then write in the **bottom right** corner of the box the score for that throw. So, for example, if you knock over three pins your first throw, **shade** in the three pins you hit and **write** a three in the bottom right corner of the box.

Additional scoring rules....

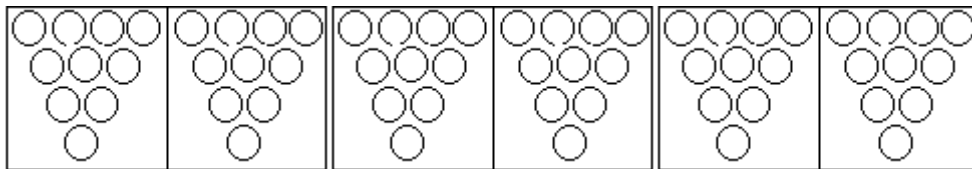
- **Gutter balls count as a strike. You do not want this!**
- **On your second throw in a frame, if you miss the pins that are left, it counts as a spare!**



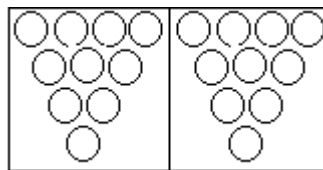
Throw 1. 2. 3. 4. 5. 6.



Throw 7. 8. 9. 10. 11. 12.



Throw 13. 14. 15. 16. 17. 18.



Throw 19. 20.

Total Score _____

Physical Education Program
Bowling Lesson Plan #9: Bowl for a Grade: Score and Technique.

1. Objectives (Specific, Behavioral, Assessable)

A. Student:

1. By the end of the class, the students will have a recorded score of 10 frames in which they will be able to put goals in place to improve there score. (NASPE Standard 2, EALR 1.2)

B. Teacher:

2. Equipment: (for a class of 30 students)

1. 15 Bowling lanes
2. 30 Bowling balls
3. 30 Pairs of bowling shoes
4. 30 Test sheets on technique.
5. 30 Pencils.

Content Development*

<p>Instant Activity: (At bowling alley) “Shoes to Lanes” When I say “go” you may go to the front desk at the bowling alley and pick up your size of shoe. Once you get your shoes and you have them put on you can pick up your bowling ball and begin bowling. You have 5 minutes, “GO.”</p>			
<p>Set Induction: You have all been working been working on the four-step approach, finding your bowling grip, learning were to place your foot and what arrow to aim at, and you have even learned how to pick up spares. Today we are going to use all of these skills bowl our best game and to test our bowling techniques.</p>			
MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> 15 bowling lanes at the bowling alley. 			
<p>Informing Task: When I say “go” find a partner and a bowling lane. Bring your bowling ball to the lane and bowl a game with the computer at the bowling alley scoring your game. Once you have completed your game you will come to me for the second part of the test. GO</p>			
<ul style="list-style-type: none"> Partners at each bowling lane. Students pick up own bowling ball. 	<p>1. Today we are bowling for the best score we can possibly get, using all of the skills we have learned. During this part of the test, you will receive one point for every 10 points you score in your bowling game. There will be a maximum of ten points for this part of the test. So if your single game score today is 84 then you will receive 8 points out of 10 possible points. After you have finished your game please report it to the teacher.</p>	<p>Ball right, move right.</p> <p>Ball left, move left.</p> <p>Aim to arrow.</p> <p>Remember:</p> <ul style="list-style-type: none"> -If hand shake grip thumb at 2 O'clock. -If suit case grip Keep your wrist locked. -If power grip thumb to face. -Follow thru. 	<p>See how high your score is!</p>
<ul style="list-style-type: none"> Work separately on technique test. 	<p>2. Once you have recorded your score to me I will give you the technique form of the test and a pencil.</p>		
<p>Closure/Assessment:</p> <ul style="list-style-type: none"> How did we all do on our score and test? GREAT!!! 			

Technique Quiz #1

Name _____

Read all of the questions carefully, and if you have questions ask the instructor. This quiz will be worth a total of 10 points.

1. What is the game called where if you knock down 9 pins on the first shot it counts as a strike?
 - a. Low ball.
 - b. Power ball.
 - c. Pin no tap.
 - d. Lucky nines.

2. What are the three grips called? (3 points)
 - a.
 - b.
 - c.

3. What is the 3-6-9 approach?
 - a. A system used for starting players only.
 - b. The spare system used by many players by moving there starting position.
 - c. The system used when starting your approach.
 - d. The system where you aim at different arrows on the lane for picking up spares.

4. What is the game called where you try to score the lowest game possible?
 - a. Low score.
 - b. Keep it down.
 - c. Pin no tap.
 - d. Low Ball.

5. TRUE / FALSE The thumb hole should be big enough that my thumb fits snugly in it.

6. What is the 4-step approach?
 - a. The system where you aim at different arrows on the lane for picking up spares.
 - b. The system used when starting your approach.
 - c. A system used for starting players only.
 - d. None of the above.

7. What two pins do you want the ball to strike to increase your chances of getting a strike, if you are a right handed bowler? (2 points)
 - a.
 - b.

Answer Sheet Quiz #1

Technique Quiz #1

Name _____

Read all of the questions carefully, and if you have questions ask the instructor. This quiz will be worth a total of 10 points.

1. What is the game called where if you knock down 9 pins on the first shot it counts as a strike?
 - a. Low ball.
 - b. Power ball.
 - c. Pin no tap.**
 - d. Lucky nines.

2. What are the three grips called? (3 points)
 - a. Hand Shake Grip**
 - b. Suit Case Grip**
 - c. Power Grip**

3. What is the 3-6-9 approach?
 - a. A system used for starting players only.
 - b. The spare system used by many players by moving there starting position.**
 - c. The system used when starting your approach.
 - d. The system where you aim at different arrows on the lane for picking up spares.

4. What is the game called where you try to score the lowest game possible?
 - a. Low score.
 - b. Keep it down.
 - c. Pin no tap.
 - d. Low Ball.**

5. **TRUE / FALSE** The thumb hole should be big enough that my thumb fits snugly in it.

6. What is the 4-step approach?
 - a. The system where you aim at different arrows on the lane for picking up spares.
 - b. The system used when starting your approach.**
 - c. A system used for starting players only.
 - d. None of the above.

7. What two pins do you want the ball to strike to increase your chances of getting a strike, if you are a right handed bowler? (2 points)
 - a. Pin # 1**
 - b. Pin # 2**

Bowling Unit
Lesson Plan #10: Rockin' Bowl

Objectives (Behavioral)

A. Student:

1. By the end of class students will have participated in a real life bowling situation by playing during a Rockin' Bowl session.
(Naspe standard 3, Naspe standard 5, Ealr 1.2)

2. By the end of class students will have reviewed form and techniques covered in previous lessons.
(Naspe 1, Ealr 1.3)

B. Teacher:

Equipment:

- 15 lanes at a bowling alley (2 students per lane)
- Bowling shoes (1 pair per student, supplied by bowling alley)
- Students designated bowling balls from school
- Rockin' bowl activity sheet
- Pencil (one per student)

Instant activity: Now that we are in a real bowling alley, you all probably want to start bowling as fast as you can. Right? For warm up today, as soon as you get your shoes on, have your personal bowling ball and are on an open lane, you may begin bowling. (This exercise should only last for about the first five minutes.)

Set Induction: In previous lessons we have been working on our techniques to get the ball to hit the strike pocket, picking up spares, hitting the pins in the corner and working on our accuracy and technique. Today we are going to briefly review all of those things and then we are going to play Rockin' Bowl at the end of the class, which is a bowling situation that you are very likely to encounter outside of class at many bowling alleys.

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Informing Task: When I say GO, I want you to pair up with someone wearing different color pants that you haven't been partners with and get a Rockin' Bowl activity sheet, one for each of you and then go to one of the 15 lanes. Only 2 people per lane, and place your bowling balls on the rack at your lane then be seated and wait for my instructions. GO</p>			
<ul style="list-style-type: none"> This lesson will take place at a local bowling alley. You should reserve 15 lanes all side by side. Wait until all of the students have chosen partners, put their balls down and are ready to listen. Students should now begin to bowl and you should be monitoring their activity and be available to help them if they need it. This activity should last for 15 to 20 minutes. After 20 minutes, signal students to stop and listen to you. Students should place all of the activity sheets in a stack and should be returned to their seats ready to listen to instructions for this part of the 	<ul style="list-style-type: none"> Today we are going to start off by reviewing what we have already learned. You have in your hand the Rockin' Bowl activity sheets. You need to follow the instructions in order on the sheets, this is going to be a good opportunity to sharpen and fine tune your bowling skills. Ask your students to quickly go over their activity sheets and to ask you any questions that they may have. When I say GO, the person with the longer hair will begin bowling once they have filled in the first two questions on the activity sheet. Remember, take your time when you are bowling and don't rush. Make sure you follow the instructions. GO 	<p style="text-align: center;"><u>Today's cues</u></p> <ul style="list-style-type: none"> Four Step Approach- Feet together, Lock arm, Bend knees Reach arm straight back as if you were grabbing something behind you. Keep arm straight when swinging to release the ball. Follow-Through straight, right up towards your mouth. If your ball is going to the right of your target, move your starting point to the right while still aiming at the same arrow, and move your starting point to the left if you are missing your target to the left while still aiming at the same 	<ul style="list-style-type: none"> Try for the highest score you can get in the time allotted.

<p>lesson.</p> <ul style="list-style-type: none"> • Students should now begin to bowl and you should be monitoring their activity and be available to help them if they need it. • This session should last for the remainder of the class and should serve as a sort of group reward. • At the end of class signal the class to stop and listen for instructions. 	<ul style="list-style-type: none"> • When I say GO, I want all of you to make sure that your Rockin' Bowl Activity sheets are filled out as far as you got, and then I want the taller partner to bring both of your sheets up to me and then return to your seats. GO • Have any of you ever heard of Rockin' Bowl before? Well, today we are going to be playing Rockin' Bowl because it is a lot of fun and if you bowl outside of class you will most likely encounter this situation. Rockin' Bowl is just bowling for fun, except there is music playing and the lights are off and there are black lights and the balls and pins all glow. So, for the remainder of class time we are going to play Rockin' Bowl and we are going to try to get the highest score that we can while focusing on our form and technique. • When I say GO, the person that didn't bowl first today will begin bowling for the Rockin' Bowl session. GO 		
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Closure:

- Did anyone bowl their highest score yet?
- Would you want to go to a real Rockin' Bowl?
- Did everyone have fun!?
- Does anyone have any questions about the lesson today?

Rockin' Bowl Activity sheet

NAME _____

Today we are going to be working on past skills and techniques we have learned. Please follow these instructions carefully, and most importantly, HAVE FUN!

1. In past lessons we have worked on hitting the strike pocket. What do you do if your ball is missing the strike pocket to the left?
2. Also we have worked on hitting the pins in the corners of the lane. Why is it important to be able to hit pins in the corner of the lane?
3. After you have answered the questions above you and your partner may begin to bowl, however you need to follow these instructions:
 - Record your score after each throw.
 - On your first throw of each frame, aim for either the right or left corner pins. This will help us work on our ability to pick up those pesky pins left over for a spare!
 - On your second throw of each frame, aim for the strike pocket. If you do not hit the strike pocket, make adjustments according to what we have learned concerning what to do if your ball goes left or right.
 - Bowl until the teacher signals you to stop.

Throw #1____ #2____ #3____ #4____ #5____ #6____ #7____ #8____

Throw #9____ #10____ #11____ #12____ #13____ #14____ #15____

Throw #16____ #17____ #18____ #19____ #20____

Physical Education Program
Bowling Lesson Plan #11: Scoring the Game

1. Objectives (Specific, Behavioral, Assessable)

A. Student:

1. By the end of the class, the students will demonstrate how to score a game by scoring a worksheet with 100% accuracy. (NASPE Standard 2, EALR 1.2)

B. Teacher:

2. Equipment: (for a class of 30 students)

1. 30 "How to Score" resource sheets
2. 30 "Score on Your Own" task sheets
3. 20 Cones
4. 20 Task cards (See Task Cards 1-20)
5. Masking tape
6. 10 Scooters
7. 30 Pencils

Content Development*

Instant Activity: “Scooter bowling” In groups of three, have one person in each group get a scooter. There will be bowling pins scattered across the floor and four cones marking the boundary. One person will be on the scooter and the other two partners will each grab an arm. When I say “go” you will begin dragging your partner on the scooter around trying to knock down as many pins as possible. When all of the bowling pins are knocked down I will blow my whistle. Once I blow my whistle everyone will stop and begin placing all of the bowling pins back up, and then you will go back to your scooter and rotate so that a new person is on a scooter. When I blow my whistle again you will begin to knock down as many bowling pins as you can.

Set Induction: Bowling is very fun! However, you can never fully understand how the game of bowling works without understanding how to score your own game. So today we are going to learn how to score a game of bowling.

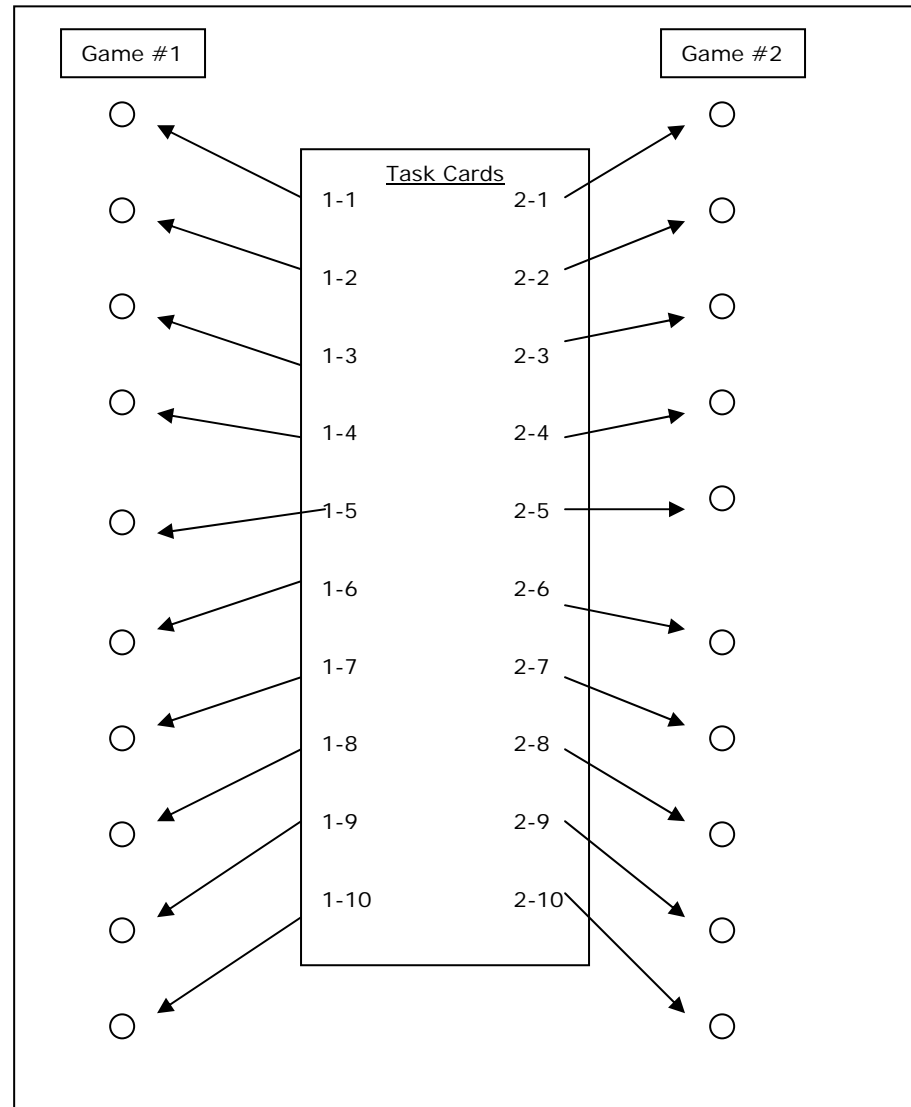
MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • 10 cones lined up with task cards 1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7, 1-8, 1-9, and 1-10 placed on them to represent game #1. • 10 cones lined up with task cards 2-1, 2-2, 2-3, 2-4, 2-5, 2-6, 2-7, 2-8, 2-9, and 2-20 placed on the to represent game #2. (Floor plan in the gym will follow lesson plan.) 			

Informing Task: When I say “go” pick up “How to score,” “Score on Your Own,” and a pencil. **GO**

<ul style="list-style-type: none"> • Half of the class will start at game #1 and the other half will start at game #2. • Students pick up own bowling ball. 	<p>1. In bowling there are 10 frames. A frame is where you get two chances to bowl all of the pins down. If you don't knock down all of the pins on your first shot, you write the number you did knock down to the left of the little square in that scoring frame. If you are able to knock down more pins on the second shot you write how many more pins you knocked down in the little square in that frame. If you were able to knock down all of the pins on the second shot</p>	<p>Strike = “X”</p> <p>Spare = “/”</p>	
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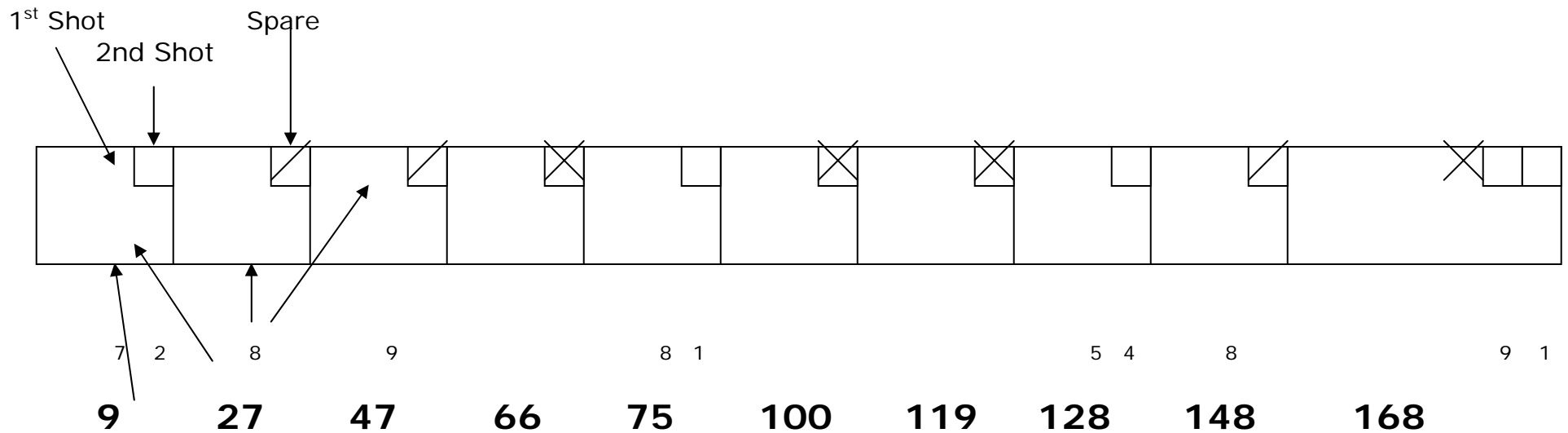
	<p>and you got a spare to draw a line from the top right corner to the bottom left corner in the small square for that frame. If you knocked down all of the pins on the first shot you got a strike and you mark and "x" in the small square for that frame.</p>		
	<p>2. If you don't get a strike or spare you just add up the two shots for that frame and write to total for that frame plus the last frames total in the center of the box. If you get a spare you receive 10 points for that frame plus the total number of pins you knock down in the next shot. If you get a strike you get 10 points for that frame plus the total number of pins you knock down in your next to shots.</p>	<p>Strike = 10 plus next two shots. Spare = 10 plus next shot.</p>	
<p>Closure/Assessment:</p> <ul style="list-style-type: none"> • If I get a strike I receive 10 points plus the total of my _____? Yes, next two shots. • If I get a spare, that is when I knock down all of the remaining pins on my second shot, I receive 10 points for that frame plus the total of my _____? Yes, next shot only. 			

Floor Plan



How to Score

In bowling there are 10 frames. A frame is where you get two chances to bowl all of the pins down. If you don't knock down all of the pins on your first shot, you write the number you did knock down to the left of the little square in that scoring frame. If you are able to knock down more pins on the second shot you write how many more pins you knocked down in the little square in that frame. If you were able to knock down all of the pins on the second shot and you got a spare to draw a line from the top right corner to the bottom left corner in the small square for that frame. If you knocked down all of the pins on the first shot you got a strike and you mark an "x" in the small square for that frame. If you don't get a strike or spare you just add up the two shots for that frame and write the total for that frame plus the last frames total in the center of the box. If you get a spare you receive 10 points for that frame plus the total number of pins you knock down in the next shot. If you get a strike you get 10 points for that frame plus the total number of pins you knock down in your next to shots.



10 + next shot
+ total from last frame

Total of 1st and 2nd shot

Bowling Unit
Lesson Plan #12: Score your own game

Objectives (Behavioral)

A. Student:

1. By the end of class students will show that they have the knowledge to manually score their own game of bowling by filling out a scorecard for the day's game without using the computer.
(Naspe standard 2, Ealr 1.3)

B. Teacher:

Equipment:

- 15 lanes at a bowling alley (2 students per lane)
- Bowling shoes (1 pair per student, supplied by bowling alley)
- Students designated bowling balls from school
- Blank score sheets (bowling alley will have them)
- Score on your own sheet (one per student)
- Pencils (one per student)

Instant activity: Now that we are in a real bowling alley, you all probably want to start bowling as fast as you can. Right? For warm up today, as soon as you get your shoes on, have your personal bowling ball and are on an open lane, you may begin bowling. (This exercise should only last for about the first five minutes.)

Set Induction: In previous lessons we have been learning how the scoring in bowling works and how to score on our own. There may come a day when you go to a bowling alley that doesn't have the luxury of computer scoring and it is important that you know how to manually score a game of bowling. So today we are not going to be using the computer scoring systems and we will all be manually scoring our games.

MAF/Instructional technique	Extensions	Refinements	Applications
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Informing Task: When I say **GO**, I want you to get with a partner you haven't been with yet and then get a score sheet for each of you, a score on your own sheet for each of you and a pencil for each of you, and wait for further instructions. **GO**

<ul style="list-style-type: none"> • Students will pair up, then come up and get the required materials. You should have a stack of scorecards, score on your own sheets, and a box of golf pencils on a table next to you or in a common area close to you and the students. • Wait for the students to get the sheets and to be quiet and ready for instruction. Students will begin bowling and scoring their games manually. Monitor the students closely to insure they are following the techniques and procedures taught in previous lessons. • Because students are having to stop and score their cards, the games will take a little bit longer than previously. Wait until a majority of the students are in the 7th frame to stop 	<ul style="list-style-type: none"> • When I say GO, you and your partner will report to an open lane and will begin bowling. After every time you throw, you will mark on your score card the pins that you knocked over. If you are having difficulty, reference your "score on your own sheet" or I will be around for additional help. Try your best, we are going to be using these scores for lessons coming up so take your time and bowl with your best technique. GO • Everybody FREEZE, eyes on me. I have noticed a lot of good things going on today. Lots of good technique. The majority of you are in the 7th frame and we still have some time left. So when you and your partner have finished your games, complete 	<p><u>Cues that apply to today's lesson</u></p> <ul style="list-style-type: none"> • Four Step Approach- Feet together, Lock arm, Bend knees • Reach arm straight back as if you were grabbing something behind you. • Keep arm straight when swinging to release the ball. • Follow-Through straight, right up towards your mouth. • Ball to the right of strike pocket move right. • Ball to the left of strike pocket, move left. 	<ul style="list-style-type: none"> • Attempt to score your best game of bowling.
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<p>them and call them to attention for the next instructions.</p> <ul style="list-style-type: none"> • Students should all stop bowling, put their balls down and give you their attention. • Students will then return to their games and should finish shortly. Make sure that they turn in their completed scorecard to you • When time for the class has expired, stop the students and get their attention. Before they start another game. • Students will return their shoes and if they haven't turned in their score cards, will turn them into you, and will wait for your closure of the day. 	<p>your scorecard and turn it in to me, and then start a new game. Everybody understand the instructions?</p> <ul style="list-style-type: none"> • Ok, begin bowling again. • Everybody FREEZE.When I say GO, I want every one to stop bowling and to return your shoes. When you have done that, if you haven't turned in your scorecard to me, bring your ball and bring me your scorecard and join me right here. GO 		
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Closure:

Wait for the students in a common area, such as the lobby or right in front of the front desk. Have students sit in chairs in the lobby if available or stand if no chairs are available.

- Are there any questions about today?
- Was it hard for you to have to score manually?
- What are some benefits of manually scoring?
- Can anyone tell me 2 cues that they used in their technique today?
- Did anyone score there all time highest score today?

Bowling Unit
Lesson Plan #13: 4 Step Approach Review

Objectives (Behavioral)

A. Student:

1. By the end of class, students will show they know how to bowl using the 4 step approach by showing the teacher how to perform it correctly. (Naspe standard 1, Naspe Standard 2, Ealr 1.1, Ealr 1.2)

2. By the end of class students will demonstrate that they have the knowledge of how to manually score a game of bowling by manually scoring one game which will then be combined with the previous days score to form a league handicap score. (Naspe standard 2, Ealr 1.3)

B. Teacher:

Equipment:

- 15 lanes at a bowling alley (2 students per lane)
- Bowling shoes (1 pair per student, supplied by bowling alley)
- Students designated bowling balls from school
- Scorecard (one per student)
- Pencil (one per student!)

Instant activity: Now that we are in a real bowling alley, you all probably want to start bowling as fast as you can. Right? For warm up today, as soon as you get your shoes on, have your personal bowling ball and are on an open lane, you may begin bowling. (This exercise should only last for about the first five minutes.)

Set Induction: Today we are going to be going over our approach and how to manually score our games. These scores will be combined with scores from yesterday to form our handicap scores for our league play that is coming up shortly, so I want to make sure that we are in top form for our league play.

MAF/Instructional technique	Extensions	Refinements	Applications
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Informing Task: When I say **GO**, line up across bowling alley and first listen for four-step approach. We will do each step one at a time and then we will work on it without a ball doing all four steps at the same time. **GO**

<ul style="list-style-type: none"> • Students will be standing where they would be if they were about to bowl. • Students will now begin to follow your instructions and will follow you step by step • Students will now practice their approach by them selves 10 times. • Students will get with a partner, and get a ball and scorecard and will bowl a complete game. • Students should finish an entire game and have manually scored it. • Students will turn in their scorecards to be graded and to be used for a league handicap. 	<ul style="list-style-type: none"> • I want everyone to pretend that they have a bowling ball. • Starting with your feet together, take one step forward with the foot that is opposite of the hand you bowl with, and simultaneously, (pretending you are holding a bowling ball at belly button height) move the ball straight out in front of you as you take the first step. • Now start to step with your opposite foot and bring the imaginary ball down and back to the side of your knee. • Next, step with the opposite foot and continue bringing the ball back all the way until it reaches its peak height. • The fourth step is to 	<ul style="list-style-type: none"> • Feet together – Start with your feet together so that you are always starting the same. • Lock arm – keep your arm locked so it stays straight. • Bend Knees – Bend your knees so ball can be released on ground and so that ball doesn't bounce on floor. 	<ul style="list-style-type: none"> • Execute the 4 step approach perfectly 5 times • Score your game manually
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slide your bowling hand side foot behind your other foot. While you do this bend your knees and allow the ball to come forward. When the ball hits the ground release the ball and bowl.

- Ok, now that we have gone through the approach step by step, I want you all to practice your approach 10 times right now on your own.
- Ok, has everybody finished practicing their approach? Good, now I want you all to get your bowling balls and get with a partner, and get on an open lane.
- I want everyone to bowl a complete game and use your scorecard, to manually score your game so that we can take these scores to formulate a league handicap.
- Ok, now that everyone has finished their games and has scored them, you now need to bring me your cards and get ready to finish up for the day.

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Closure/assessment:

Wait for the students in a common area, such as the lobby or right in front of the front desk. Have students sit in chairs in the lobby if available or stand if no chairs are available.

- Did anyone use the 4 step approach effectively so that it positively impacted their score?
- Can anyone tell me why we use the same approach every time?
- Was anyone's score today their best game ever?

Physical Education Program
Bowling Lesson #14: League Setup and Play

1. Objectives (Specific, Behavioral, Assessable)

A. Student:

1. By the end of the class, the students will demonstrate the ability to set up a team handicap for league bowling by visual demonstration. (NASPE Standard 6, EALR 1.2)
2. Students will demonstrate knowledge of the correct cues during the lesson by using correct form and technique. (NASPE Standard 1, EALR 1.1)

B. Teacher:

2. Equipment: (for a class of 30 students)

1. 30 bowling balls
2. 30 bowling shoes
3. 10 bowling lanes

Content Development*

Instant Activity: (At bowling alley) “Shoes to Lanes” When I say “go” you may go to the front desk at the bowling alley and pick up your size of shoe. Once you get your shoes and you have them put on you can pick up your bowling ball and begin bowling. You have 5 minutes, “GO.”

Set Induction: The most common game in bowling is league play. This is a game that most bowling alleys will have once or twice a week. This is a great way to improve your bowling and to compete as well.

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • 10 Bowling Lanes at bowling alley. 			
<p>Informing Task: When I say “GO,” you will find two other partners to make up your team. So you will have a total of three members per team. You will come to me so that I can write your team number down and then you will go to your assigned lane and bowl a league game. GO.</p>			
<ul style="list-style-type: none"> • Teams will be in groups of three. • Two teams will be at one bowling lane at the bowling alley. • Students pick up their own bowling ball. 	<p>1. The last two lessons I had you keep track of your score. You can now find an average score by adding both scores and then dividing the score by 2. For instance if I bowled a 93 the first game and 107 the second game I would add them and get 200. I would then divide 200 by 2 to get 100. Once you have figured out your average score add your average score with your teammates score. So let’s say player 1 has an average score of 100, player 2 has an average of 125, and player 3 has an average of 150, then the total team average score is 375. Once you have your average team score you then take 600 and then subtract your team score. In this case you would have 600 minus 375, which equals 225. This is your handicap score. Each player will bowl a game and then you add all of your scores for that game plus your handicap score</p>	<p>Ball right, move right.</p> <p>Ball left, move left.</p> <p>Aim to arrow.</p> <p>Remember:</p> <ul style="list-style-type: none"> -If hand shake grip thumb at 2 O’clock. -If suit case grip Keep your wrist locked. -If power grip thumb to face. -Follow thru. 	<p>How high can you get your score?</p>

	<p>to create a new game score. You can then compare scores with the team you are bowling against to determine a winner. Once you have a winner, please report the score to me, and you can continue to bowl until the day is over. Remember to use all of the techniques and cues we have learned while bowling. Here is a list of what teams will play against each other. (Attached to end of Lesson)</p>		
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Closure/Assessment

I want you to show me what you have learned in today's class. To do this I am going to ask you to answer some questions.

- What do you need as an individual player, in order to be on a league? Yes, an average score.
- What is it called when your team has a combined score what do you add to make it an even playing field? Yes, a team handicap.

Assigned Bowling Lanes

Lane 1

Team 1

Vs.

Lane 2

Team 2

Lane 3

Team 3

Vs.

Lane 4

Team 4

Lane 5

Team 5

Vs.

Lane 6

Team 6

Lane 7

Team 7

Vs.

Lane 8

Team 8

Lane 9

Team 9

Vs.

Lane 10

Team 10

Physical Education Program
Bowling Lesson #15: League Play

1. Objectives (Specific, Behavioral, Assessable)

A. Student:

1. By the end of the class, the students will demonstrate the ability to bowl in a league play setting using proper bowling etiquette by allowing the bowler to the right of them to bowl first. (NASPE Standard 5, EALR 1.2)
2. Students will demonstrate knowledge of the correct cues during the lesson by using correct form and technique. (NASPE Standard 1, EALR 1.1)

B. Teacher:

2. Equipment: (for a class of 30 students)

1. 30 bowling balls
2. 30 bowling shoes
3. 10 bowling lanes

Content Development*

Instant Activity: (At bowling alley) “Shoes to Lanes” When I say “go” you may go to the front desk at the bowling alley and pick up your size of shoe. Once you get your shoes and you have them put on you can pick up your bowling ball and begin bowling. You have 5 minutes, “GO.”

Set Induction: Now that you have begun league play, you can see how exciting and fun it can be. However there are certain forms of etiquette to bowling, and today we will cover one of them.

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • 10 Bowling Lanes at bowling alley. 			

Informing Task: When I say “GO,” you will meet with your team and get your bowling ball. GO.

<ul style="list-style-type: none"> • Teams will be in groups of three. • Two teams will be at one bowling lane at the bowling alley. • Students pick up their own bowling ball. 	<p>1. In bowling there are certain etiquette rules. One of which is that if a person in the lane next to you is getting ready to bowl, the person on the right should be allowed to bowl first. Today each player on a team will bowl a game and then you add all of your scores for that game plus your handicap score to create a new game score. You can then compare scores with the team you are bowling against to determine a winner. Once you have a winner, please report the score to me, and you can continue to bowl until the day is over. Remember to use all of the techniques and cues we have learned while bowling. Here is a list of what teams will play against each other. (Attached to end of Lesson)</p>	<p>Ball right, move right.</p> <p>Ball left, move left.</p> <p>Aim to arrow.</p> <p>Remember:</p> <ul style="list-style-type: none"> -If hand shake grip thumb at 2 O'clock. -If suit case grip Keep your wrist locked. -If power grip thumb to face. -Follow thru. 	<p>How many strikes can you get?</p>
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Closure/Assessment

I want you to show me what you have learned in today's class. To do this I am going to ask you to answer some questions.

- What do you need as an individual player, in order to be on a league? Yes, an average score.
- What is it called when your team has a combined score what do you add to make it an even playing field? Yes, a team handicap.
- Who goes first when the person next to you is also ready to bowl? That's right the person to the right of you.

Assigned Bowling Lanes

Lane 1

Team 1

Vs.

Lane 2

Team 10

Lane 3

Team 3

Vs.

Lane 4

Team 2

Lane 5

Team 5

Vs.

Lane 6

Team 4

Lane 7

Team 7

Vs.

Lane 8

Team 6




Lane 9

Team 9

Vs.

Lane 10

Team 8



Physical Education Program
Bowling Lesson #16: League Play

1. Objectives (Specific, Behavioral, Assessable)

A. Student:

1. Students will demonstrate knowledge of the correct cues during the lesson by using correct form and technique. (NASPE Standard 1, EALR 1.1)

B. Teacher:

2. Equipment: (for a class of 30 students)

1. 30 bowling balls
2. 30 bowling shoes
3. 10 bowling lanes

Content Development*

Instant Activity: (At bowling alley) “Shoes to Lanes” When I say “go” you may go to the front desk at the bowling alley and pick up your size of shoe. Once you get your shoes and you have them put on you can pick up your bowling ball and begin bowling. You have 5 minutes, “GO.”

Set Induction: Did you know that with practice you could even win college scholarships to bowl at universities? And do you know what form a competition they play? That’s right team competitions just like league play.

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> 10 Bowling Lanes at bowling alley. 			
<p>Informing Task: When I say “GO,” you will meet with your team and get your bowling ball. GO.</p>			
<ul style="list-style-type: none"> Teams will be in groups of three. Two teams will be at one bowling lane at the bowling alley. Students pick up their own bowling ball. 	<p>Today I want you to really focus on hitting your target by focusing on your arrow you want to roll the ball over. Remember that if you hit your arrow and your ball ends up to the right move your starting position to the right. And if your ball is left then move your starting position to the left.</p> <p>Today each player on a team will bowl a game and then you add all of your scores for that game plus your handicap score to create a new game score. You can then compare scores with the team you are bowling against to determine a winner. Once you have a winner, please report the score to me, and you can continue to bowl until the day is over. Remember to use all of the techniques and cues we have learned while bowling. Here is a list of what teams will play against each other. (Attached to end of Lesson)</p>	<p>Ball right, move right.</p> <p>Ball left, move left.</p> <p>Aim to arrow.</p> <p>Remember:</p> <ul style="list-style-type: none"> -If hand shake grip thumb at 2 O’clock. -If suit case grip Keep your wrist locked. -If power grip thumb to face. -Follow thru. 	<p>How many spares can you get?</p>

Closure/Assessment

I want you to show me what you have learned in today's class. To do this I am going to ask you to answer some questions.

- What do you need as an individual player, in order to be on a league? Yes, an average score.
- What is it called when your team has a combined score what do you add to make it an even playing field? Yes, a team handicap.

Assigned Bowling Lanes

Lane 1

Team 1

Vs.

Lane 2

Team 8

Lane 3

Team 3

Vs.

Lane 4

Team 10

Lane 5

Team 5

Vs.

Lane 6

Team 2

Lane 7

Team 7

Vs.

Lane 8

Team 4

Lane 9

Team 9

Vs.

Lane 10

Team 6

Physical Education Program
Bowling Lesson #17: League Play

1. Objectives (Specific, Behavioral, Assessable)

A. Student:

1. By the end of the class, the students will demonstrate the proper etiquette for honest play, by visual demonstration. (NASPE Standard 5, EALR 1.2)
2. Students will demonstrate knowledge of the correct cues during the lesson by using correct form and technique. (NASPE Standard 1, EALR 1.1)

B. Teacher:

2. Equipment: (for a class of 30 students)

1. 30 bowling balls
2. 30 bowling shoes
3. 10 bowling lanes

Content Development*

Instant Activity: (At bowling alley) “Shoes to Lanes” When I say “go” you may go to the front desk at the bowling alley and pick up your size of shoe. Once you get your shoes and you have them put on you can pick up your bowling ball and begin bowling. You have 5 minutes, “GO.”

Set Induction: A very important aspect of competition is sportsmanship. Some of you may have heard what a foul is in bowling, today you will all learn what that is.

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> 10 Bowling Lanes at bowling alley. 			

Informing Task: When I say “GO,” you will meet with your team and get your bowling ball. GO.

<ul style="list-style-type: none"> Teams will be in groups of three. Two teams will be at one bowling lane at the bowling alley. Students pick up their own bowling ball. 	<p>1. Another rule in bowling etiquette is sportsmanship. Honesty is what will keep the game of bowling pure and fun. A foul is were your foot goes over the line at the beginning of the lane. If your foot goes over the line, you should report it to both teams and you then change your score for that ball to a zero. Today each player on a team will bowl a game and then you add all of your scores for that game plus your handicap score to create a new game score. You can then compare scores with the team you are bowling against to determine a winner. Once you have a winner, please report the score to me, and you can continue to bowl until the day is over. Remember to use all of the techniques and cues we have learned while bowling. Here is a list of what teams will play against each other. (Attached to end of Lesson)</p>	<p>Ball right, move right.</p> <p>Ball left, move left.</p> <p>Aim to arrow.</p> <p>Remember:</p> <ul style="list-style-type: none"> -If hand shake grip thumb at 2 O'clock. -If suit case grip Keep your wrist locked. -If power grip thumb to face. -Follow thru. 	<p>Can you beat your best game score?</p>
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Closure/Assessment

I want you to show me what you have learned in today's class. To do this I am going to ask you to answer some questions.

- What do you need as an individual player, in order to be on a league? Yes, an average score.
- What is it called when your team has a combined score what do you add to make it an even playing field? Yes, a team handicap.
- What is a foul in bowling? Yes, when your foot crosses the line at the beginning of the bowling lane.

Assigned Bowling Lanes

Lane 1

Team 1

Vs.

Lane 2

Team 6

Vs.

Lane 3

Team 3

Vs.

Lane 4

Team 8

Vs.

Lane 5

Team 5

Vs.

Lane 6

Team 10

Vs.

Lane 7

Team 7

Vs.

Lane 8

Team 2

Vs.

Lane 9

Team 9

Vs.

Lane 10

Team 4

Vs.

Physical Education Program
Bowling Lesson #18: League Play

1. Objectives (Specific, Behavioral, Assessable)

A. Student:

1. By the end of the class, the students will demonstrate the proper bowling etiquette of not distracting other bowlers, by oral examination. (NASPE Standard 5, EALR 1.2)
2. Students will demonstrate knowledge of the correct cues during the lesson by using correct form and technique. (NASPE Standard 1, EALR 1.1)

B. Teacher:

2. Equipment: (for a class of 30 students)

1. 30 bowling balls
2. 30 bowling shoes
3. 10 bowling lanes

Content Development*

Instant Activity: (At bowling alley) “Shoes to Lanes” When I say “go” you may go to the front desk at the bowling alley and pick up your size of shoe. Once you get your shoes and you have them put on you can pick up your bowling ball and begin bowling. You have 5 minutes, “GO.”

Set Induction: There is one last form of bowling etiquette, and today we are going to learn what that is.

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> 10 Bowling Lanes at bowling alley. 			
Informing Task: When I say “GO,” you will meet with your team and get your bowling ball. GO.			
<ul style="list-style-type: none"> Teams will be in groups of three. Two teams will be at one bowling lane at the bowling alley. Students pick up their own bowling ball. 	<p>1. The last form of bowling etiquette is to not cause distractions. If you make a bad shot, don't yell or curse. And don't try to distract a bowler in their shot by touching them or yelling their name. Instead stay off of the bowling lanes if a person is bowling next to you. Today each player on a team will bowl a game and then you add all of your scores for that game plus your handicap score to create a new game score. You can then compare scores with the team you are bowling against to determine a winner. Once you have a winner, please report the score to me, and you can continue to bowl until the day is over. Remember to use all of the techniques and cues we have learned while bowling. Here is a list of what teams will play against each other. (Attached to end of Lesson)</p>	<p>Ball right, move right.</p> <p>Ball left, move left.</p> <p>Aim to arrow.</p> <p>Remember:</p> <ul style="list-style-type: none"> -If hand shake grip thumb at 2 O'clock. -If suit case grip Keep your wrist locked. -If power grip thumb to face. -Follow thru. 	<p>Can you go the entire game without throwing a gutter ball?</p>

Closure/Assessment

I want you to show me what you have learned in today's class. To do this I am going to ask you to answer some questions.

- What do you need as an individual player, in order to be on a league? Yes, an average score.
- What is it called when your team has a combined score what do you add to make it an even playing field? Yes, a team handicap.
- Where should you stand when a bowler is bowling next to you? Correct, off of the bowling lanes.

Assigned Bowling Lanes

Lane 1

Team 1

Vs.

Lane 2

Team 4

Lane 3

Team 3

Vs.

Lane 4

Team 6

Lane 5

Team 5

Vs.

Lane 6

Team 8

Lane 7

Team 7

Vs.

Lane 8

Team 10

Lane 9

Team 9

Vs.

Lane 10

Team 2

Physical Education Program
Bowling Lesson Plan #19: Bowl for a Grade: Score and Technique.

1. Objectives (Specific, Behavioral, Assessable)

A. Student:

1. By the end of the class, the students will have a recorded score of 10 frames in which they will be able to put goals in place to improve there score. (NASPE Standard 2, EALR 1.2)

B. Teacher:

2. Equipment: (for a class of 30 students)

1. 15 Bowling lanes
2. 30 Bowling balls
3. 30 Pairs of bowling shoes
4. 30 Test sheets on technique.
5. 30 Pencils.

Content Development*

<p>Instant Activity: (At bowling alley) “Shoes to Lanes” When I say “go” you may go to the front desk at the bowling alley and pick up your size of shoe. Once you get your shoes and you have them put on you can pick up your bowling ball and begin bowling. You have 5 minutes, “GO.”</p>			
<p>Set Induction: You have all been working been working on the four-step approach, finding your bowling grip, learning were to place your foot and what arrow to aim at, and you have even learned how to pick up spares. Today we are going to use all of these skills to bowl our best game and to test our bowling techniques.</p>			
MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> 15 bowling lanes at the bowling alley. 			
<p>Informing Task: When I say “go” find a partner and a bowling lane. Bring your bowling ball to the lane and bowl a game with the computer at the bowling alley scoring your game. Once you have completed your game you will come to me for the second part of the test. GO</p>			
<ul style="list-style-type: none"> Partners at each bowling lane. Students pick up own bowling ball. 	<p>1. Today we are bowling for the best score we can possibly get, using all of the skills we have learned. During this part of the test, you will receive one point for every 10 points you score in your bowling game. There will be a maximum of twelve points for this part of the test. So if your single game score today is 84 then you will receive 8 points out of 12 possible points. If you are able to improve your score from the first recorded test score you will receive a 2 point bonus. After you have finished your game please report it to the teacher.</p>	<p>Ball right, move right.</p> <p>Ball left, move left.</p> <p>Aim to arrow.</p> <p>Remember:</p> <ul style="list-style-type: none"> -If hand shake grip thumb at 2 O'clock. -If suit case grip Keep your wrist locked. -If power grip thumb to face. -Follow thru. 	<p>See how high your score is!</p>

<ul style="list-style-type: none">• Work separately on technique test.	2. Once you have recorded your score to me I will give you the technique form of the test and a pencil. (Technique test will be listed as Assessment #1.)		
Closure/Assessment: <ul style="list-style-type: none">• How did we all do on our score and test? GREAT!!!			

Quiz #2

Name _____

Read each question carefully and if you have any questions ask the instructor for help. There will be 10 points for this quiz.

1. What thing do you need for league play?
 - a. Teammates.
 - b. Handicap.
 - c. Opponents.
 - d. All of the above.

2. How many points do you get if you make a strike?
 - a. 10 points plus the number of pins you hit in the next shot.
 - b. 10 points plus the number of pins you hit in your next two shots.
 - c. 10 points plus the number of pins you hit in your next three shots.
 - d. 10 points.

3. What happens if I bowl a strike in the tenth frame?
 - a. You are done and you get 10 points.
 - b. You are done and you get 10 points plus the total of pins you hit in the two previous shots.
 - c. You get to bowl two more times and the total number of pins you get is added on to your score.
 - d. You get one more shot.

4. If the person next to you is bowling, where should you stand?
 - a. Next to the bowling ball return.
 - b. Off of the lanes.
 - c. If you are to the right of the person you can bowl.
 - d. If you are to the left of the person you can bowl.

5. What is the purpose of a handicap?
 - a. To help promote fair play.
 - b. It shows how good or bad you are.
 - c. It puts both teams on a level playing field.
 - d. Both a and c.
 - e. Both b and c.

Quiz #2 Answer Sheet

Quiz #2

Name _____

Read each question carefully and if you have any questions ask the instructor for help. There will be 10 points for this quiz.

1. What thing do you need for league play?
 - a. Teammates.
 - b. Handicap.
 - c. Opponents.
 - d. All of the above.**

2. How many points do you get if you make a strike?
 - a. 10 points plus the number of pins you hit in the next shot.
 - b. 10 points plus the number of pins you hit in your next two shots.**
 - c. 10 points plus the number of pins you hit in your next three shots.
 - d. 10 points.

3. What happens if I bowl a strike in the tenth frame?
 - a. You are done and you get 10 points.
 - b. You are done and you get 10 points plus the total of pins you hit in the two previous shots.
 - c. You get to bowl two more times and the total number of pins you get is added on to your score.**
 - d. You get one more shot.

4. If the person next to you is bowling, where should you stand?
 - a. Next to the bowling ball return.
 - b. Off of the lanes.**
 - c. If you are to the right of the person you can bowl.
 - d. If you are to the left of the person you can bowl.

5. What is the purpose of a handicap?
 - a. To help promote fair play.
 - b. It shows how good or bad you are.
 - c. It puts both teams on a level playing field.
 - d. Both a and c.**
 - e. Both b and c.

Bowling Unit
Lesson Plan #20: Unit test

Objectives (Behavioral)

A. Student:

1. By the end of class students will demonstrate their knowledge of bowling skills that have been taught by taking the written unit test. (Naspe standard 2, Ealr 1.3)
2. By the end of class students will demonstrate their knowledge of how to score a game of bowling by taking the written unit test.(Naspe Standard 2, Ealr 1.3)

B. Teacher:

Equipment:

- Unit tests (one per student)
- Pencils (one per student)
- 15 lanes at a bowling alley (2 students per lane)
- Bowling shoes (1 pair per student, supplied by bowling alley)
- Students designated bowling balls from school

Instant activity: There will be no instant activity today, in order for the students to be able to participate in a game of bowling after the test, it would be best for the students to take the test as soon as they arrive at the bowling alley.

Set Induction: Over the course of this unit we have learned different techniques, grips, games and etiquette. Today you are going to be tested on the knowledge you have acquired in this class, we will spend 20 minutes on the test and will bowl afterwards unless you need to spend more time on the test.

MAF/Instructional technique	Extensions	Refinements	Applications
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Informing Task: When I say GO, I want everyone to come up and get a test and a pencil from me, I then want you to go to the seating that has been arranged for the test and find a seat.

<ul style="list-style-type: none"> • Preferably you would want to use a seating area in the bowling alley, such as a conference room or even a café with tables if it is available for you to use it. • Students will begin taking the test and it should go for a period of 20 minutes. • At the twenty minute mark, stop your students. • Students that are finished with their tests will begin bowling. Students that need more time will finish their tests and then bowl when they are done. 	<ul style="list-style-type: none"> • I want you all to briefly take a look at your tests with me. • The test consists of technique, scoring and etiquette. If you have any questions about the test feel free to come ask me questions. • Make sure you all write your name on your test before you begin so you don't forget to. • Begin taking your tests and do your best, eyes on your own work and when you are done turn your test and pencil into me. • Ok everyone, it has been 20 minutes now, if you are done with your tests, I want you to get your 		<ul style="list-style-type: none"> • Written unit test • Try to beat your partners score every frame.
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	<p>bowling shoes and your ball and get with a partner that bowls a similar score to you.</p> <ul style="list-style-type: none">• Once you have your partner, go to an open lane and begin a game. Try to compete with your partner every frame. If they get 7 pins, your goal is to get 8 pins.		
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Closure/assessment:

Wait for the students in a common area, such as the lobby or right in front of the front desk. Have students sit in chairs in the lobby if available or stand if no chairs are available.

- Make sure all of the tests are collected

Test # 1


Name _____

Read every question carefully and if you have any question please ask the instructor of help. This test will have questions from previous quizzes, along with a few more new questions. This quiz will be worth 40 points.

1. What are the three grips called? (6 points)
 - a.
 - b.
 - c.

2. How many points do you get if you make a strike? (2 points)
 - a. 10 points plus the number of pins you hit in your next two shots.
 - b. 10 points plus the number of pins you hit in the next shot.
 - c. 10 points.
 - d. 10 points plus the number of pins you hit in your next three shots.

3. What two pins do you want the ball to strike to increase your chances of getting a strike, if you are a right handed bowler? (4 points)
 - a.
 - b.

4. What order is the number of pins in? (10 points)


5. What is the game called where you try to score the lowest game possible? (2 points)
 - a. Low score.
 - b. Keep it down.
 - c. Pin no tap.
 - d. Low Ball.

6. What is the 4-step approach? (2 points)
 - a. The system where you aim at different arrows on the lane for picking up spares.
 - b. A system used for starting players only.
 - c. The system used when starting your approach.
 - d. None of the above.

7. If a right handed player missed the strike pocket a little to the left, and they hit their target arrow, what adjustment should they make on the next frame? (2 points)
 - a. Aim for a target to the left or their original target.
 - b. Move their starting position to the right.
 - c. Move their starting position to the left.
 - d. Put less spin on the ball.

8. What is the game called where if you knock down 9 pins on the first shot it counts as a strike? (2 points)
- a. Low ball.
 - b. Power ball.
 - c. Pin no tap.
 - d. Lucky nines.

9. If I get a spare, how do I score it? (2 points)
- a. 10 points plus the number of pins hit on the next shot.
 - b. 20 points plus the number of pins on the next shot.
 - c. 10 Points plus the number of pins hit in the next two shots.
 - d. None of the above.

10. Place the following steps in order from start to finish. (8 points)

- | | | |
|-------|--------|--|
| _____ | Step 1 | a. Step with the same hand as bowling hand. |
| _____ | Step 2 | b. Swing your arm back. |
| _____ | Step 3 | c. Step with opposite bowling hand foot, and move ball straight out. |
| _____ | Step 4 | d. Slide bowling hand foot behind your other foot. |

Test # 1 Answer Sheet

Test # 1

Name _____

Read every question carefully and if you have any question please ask the instructor of help. This test will have questions from previous quizzes, along with a few more new questions. This quiz will be worth 40 points.

1. What are the three grips called? (6 points)
 - a. **Shake hand grip**
 - b. **Suit case grip**
 - c. **Power grip.**
2. How many points do you get if you make a strike? (2 points)
 - a. **10 points plus the number of pins you hit in your next two shots.**
 - b. 10 points plus the number of pins you hit in the next shot.
 - c. 10 points.
 - d. 10 points plus the number of pins you hit in your next three shots.
3. What two pins do you want the ball to strike to increase your chances of getting a strike, if you are a right handed bowler? (4 points)
 - a. **Pin #1**
 - b. **Pin #3**

4. What order is the number of pins in? (10 points)

$$\begin{array}{r} \underline{7} \quad \underline{8} \quad \underline{9} \quad \underline{10} \\ \underline{4} \quad \underline{5} \quad \underline{6} \\ \underline{2} \quad \underline{3} \\ \underline{1} \end{array}$$

5. What is the game called where you try to score the lowest game possible? (2 points)
 - a. Low score.
 - b. Keep it down.
 - c. Pin no tap.
 - d. **Low Ball.**
6. What is the 4-step approach? (2 points)
 - a. The system where you aim at different arrows on the lane for picking up spares.
 - b. A system used for starting players only.
 - c. **The system used when starting your approach.**
 - d. None of the above.

7. If a right handed player missed the strike pocket a little to the left, and they hit their target arrow, what adjustment should they make on the next frame? (2 points)
 - a. Aim for a target to the left or their original target.
 - b. Move their starting position to the right.

c. Move their starting position to the left.

d. Put less spin on the ball.

8. What is the game called where if you knock down 9 pins on the first shot it counts as a strike? (2 points)

a. Low ball.

b. Power ball.

c. Pin no tap.

d. Lucky nines.

9. If I get a spare, how do I score it? (2 points)

a. 10 points plus the number of pins hit on the next shot.

b. 20 points plus the number of pins on the next shot.

c. 10 Points plus the number of pins hit in the next two shots.

d. None of the above.

10. Place the following steps in order from start to finish. (8 points)

 C Step 1

a. Step with the same hand as bowling hand.

 A Step 2

b. Swing your arm back.

 B Step 3

c. Step with opposite bowling hand foot, and move ball straight out.

 D Step 4

d. Slide bowling hand foot behind your other foot.

Bowling Unit
Lesson Plan #21: Rockin' Bowl

Objectives (Behavioral)

A. Student:

1. By the end of class students will have participated in a real life bowling situation by playing during a Rockin' Bowl session. (Naspe standard 2, Naspe standard 3, Ealr 1.2, 1.3)
2. By the end of class students will have reviewed form and techniques covered in previous lessons.

B. Teacher:

Equipment:

- 15 lanes at a bowling alley (2 students per lane)
- Bowling shoes (1 pair per student, supplied by bowling alley)
- Students designated bowling balls from school
- Rockin' bowl #2 activity sheet (1 per student)
- Pencil (one per student)

Instant activity: Now that we are in a real bowling alley, you all probably want to start bowling as fast as you can. Right? For warm up today, as soon as you get your shoes on, have your personal bowling ball and are on an open lane, you may begin bowling. (This exercise should only last for about the first five minutes.)

Set Induction: : Whew! We are already two thirds of the way through our bowling unit! How does everybody feel about the test we just took? As you all know, in our previous lessons we have been working on our techniques to get the ball to hit the strike pocket, picking up spares, hitting the pins in the corner and working on our accuracy and technique. So today we are going to briefly go over and review all of those things and then we are going to play Rockin' Bowl at the end of the class!

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Informing Task: When I say GO, I want you to pair up with someone wearing different color pants or shorts that you haven't been partners with and get a Rockin' Bowl #2 activity sheet, one for each of you and then go to one of the 15 lanes. Only 2 people per lane, and place your bowling balls on the rack at your lane then be seated and wait for my instructions. GO</p>			
<ul style="list-style-type: none"> • This lesson will take place at a local bowling alley. You should reserve 15 lanes all side by side. • Wait until all of the students have chosen partners, put their balls down and are ready to listen. • Students should now begin to bowl and you should be monitoring their activity and be available to help them if they need it. This activity should last for 15 to 20 minutes. • After 20 minutes, signal students to stop and listen to you. • Students should place all of the activity sheets in a stack and should be returned to their sits ready to listen to instructions for the part of the lesson. 	<ul style="list-style-type: none"> • Today we are going to start off by reviewing what we have already learned. You have in your hand the Rockin' Bowl #2 activity sheets. You need to follow the instructions in order on the sheets, this is going to be a good opportunity to sharpen and fine tune your bowling skills. • Ask your students to quickly go over their activity sheets and to ask you any questions that they may have. • When I say GO, the person with the longer hair will begin bowling once they have filled in the first two questions on the activity sheet. Remember, take your time when you are bowling and don't rush. Make sure you follow 	<ul style="list-style-type: none"> • Four Step Approach- Feet together, Lock arm, Bend knees • Reach arm straight back as if you were grabbing something behind you. • Keep arm straight when swinging to release the ball. • Follow-Through straight, right up towards your mouth. • If your ball is going to the right of your target, move your starting point to the right while still aiming at the same arrow, and move your starting point to the left if you are missing your target to the left while still aiming at the same arrow. 	<ul style="list-style-type: none"> • Try for the highest score you can get in the time allotted.

<ul style="list-style-type: none"> • Students should now begin to bowl and you should be monitoring their activity and be available to help them if they need it. This session should last for the remainder of the class and should serve as a sort of group reward. • At the end of class signal the class to stop and listen for instructions. 	<p>the instructions. GO</p> <ul style="list-style-type: none"> • When I say GO, I want all of you to make sure that your Rockin' Bowl #2 Activity sheets are filled out as far as you got, and then I want the taller partner to bring both of your sheets up to me and then return to your seats. GO • Do you all remember when we played Rockin' bowl? As a reward for all of your hard work thus far in the bowling unit, for the remainder of class time we are going to play Rockin' Bowl and we are going to focus on scoring an even higher score than we ever have while focusing on our form and technique and having lots of fun! • When I say GO, the person that didn't bowl first today will begin bowling for the Rockin' Bowl session. GO 		
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Closure/assessment:

- Did anyone bowl a higher score than the last Rockin' bowl?
- Would you want to go to a real Rockin' Bowl?
- Did everyone have fun!?
- Does anyone have any questions about the lesson today?

RoCKin' Bowl #2 Activity sheet

NAME _____

Today we are going to be working on past skills and techniques we have learned. Please follow these instructions carefully, and most importantly, HAVE FUN!

1. How many steps are there in our initial approach?
2. Describe the three cues for throwing a bowling ball, do not include the approach.
3. After you have answered the questions above you and your partner may begin to bowl, however you need to follow these instructions:
 - Record your score after each throw.
 - On your first throw of each frame, aim for either the right or left corner pins. This will help us work on our ability to pick up those pesky pins left over for a spare!
 - On your second throw of each frame, aim for the strike pocket. If you do not hit the strike pocket, make adjustments according to what we have learned concerning what to do if your ball goes left or right.
 - Bowl until the teacher signals you to stop.

Throw #1____ #2____ #3____ #4____ #5____ #6____ #7____ #8____

Throw #9____ #10____ #11____ #12____ #13____ #14____ #15____

Throw #16____ #17____ #18____ #19____ #20____

Bowling Unit
Lesson Plan #22: Accuracy Review and New handicap score

Objectives (Behavioral)

A. Student:

1. By the end of class students will be able to demonstrate their knowledge of how to change the path of the ball based upon their starting point by completing the accuracy handout. (Naspe standard 2, Earl 1.2, 1.3)

2. By the end of class students will have established a new handicap score by bowling 2 complete games and making a handicap out of the scores. (Naspe standard 3, Earl 1.2)

B. Teacher:

Equipment:

- 15 lanes at a bowling alley (2 students per lane)
- Bowling shoes (1 pair per student, supplied by bowling alley)
- Students designated bowling balls from school
- Accuracy handout (one per student)
- Pencil (one per student)

Instant activity: Now that we are in a real bowling alley, you all probably want to start bowling as fast as you can. Right? For warm up today, as soon as you get your shoes on, have your personal bowling ball and are on an open lane, you may begin bowling. (This exercise should only last for about the first five minutes.)

Set Induction: Today we are going to re-visit how to be as accurate as possible so that we can really truly have control over the ball. We are first going to be going over how we can change the path of the ball by where we stand and then we will be bowling 2 complete games so that we can form a new handicap and see how much our scores have improved.

MAF/Instructional technique	Extensions	Refinements	Applications
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Informing Task: When I say **GO**, I want everyone to get their bowling ball, an accuracy handout, a pencil and a partner and get on to an open lane. **GO**

<ul style="list-style-type: none"> • Students should all be seated at their lane with their materials for the day and a partner. • Once students have read over the test, answer any questions that they may have about the handout • This handout should take no longer than 5 minutes • After everyone is done, collect the handouts and then review accuracy cues. • After reviewing accuracy, get the students started on their games so that they can finish both games on time. • Students should now begin bowling with their partners. • Once students are finished they will all be 	<ul style="list-style-type: none"> • The first thing that I want to do is have everyone read over their accuracy handout and ask any questions you might have about it. • Now I would like you to individually, with out anyone helping you, fill out the accuracy handout the best you can. • Ok, every looks like they are done with the hand out now, so I would like everyone to pass their handouts down the rows to the end, and the person at the end to bring them to me. • To refresh everyone about the keys to being an accurate bowler, does anyone know what we aim for? Right, we aim for the arrows that are down the lane. 	<p style="text-align: center;"><u>Today's cues</u></p> <ul style="list-style-type: none"> • If your ball is going to the right of your target, move your starting point to the right while still aiming at the same arrow, and move your starting point to the left if you are missing your target to the left while still aiming at the same arrow. 	<ul style="list-style-type: none"> • Accuracy handout • See if you can achieve a better average over your two game score than you ever have before.
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<p>called to attention to listen to how they can come up with their handicap scores.</p> <ul style="list-style-type: none">• Students should do the calculations that give them their handicap and then they should report their scores to you.	<ul style="list-style-type: none">• Does anyone know what we do if we hit the arrow we aimed at but missed? Right, we move our starting point to the left if we want our ball to go right and we move right if we want the ball to go left• OK, the next task for the day is to establish a new handicap score. In order to do that , we are going to need to bowl 2 games today so this means we are going to have to focus and stay on task in order to finish on time.• You and your partner are going to now begin bowling and you are going to bowl your best games possible and after the first game, write down your score, and then play another game and after that game write down your score again.• Everybody can now begin to bowl.• Ok, now that everyone is finished with their two games, here is what I want you to do with your scores. Add both of the scores together, and		
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	<p>then divide them by 2. This will give you an average. Now we take your average and subtract it from 300, and that is your handicap. So go ahead and do those calculations and report your handicap to me on your way out.</p>		
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Closure/assessment:

Wait for the students in a common area, such as the lobby or right in front of the front desk. Have students sit in chairs in the lobby if available or stand if no chairs are available.

- Did anyone get a better handicap than before?
- Did anyone see automatic success after correcting your accuracy?
- Can anyone tell me why we move our starting point and not where we are aiming?

Physical Education Program
Bowling Lesson #23: Bakers Doubles

1. Objectives (Specific, Behavioral, Assessable)

A. Student:

1. By the end of the class, the students will demonstrate the Understanding of how to play Bakers Doubles, by oral confirmation. (NASPE Standard 2, EALR 1.2)
2. Students will demonstrate knowledge of the correct cues during the lesson by using correct form and technique. (NASPE Standard 1, EALR 1.1)

B. Teacher:

2. Equipment: (for a class of 30 students)

1. 30 bowling balls
2. 30 bowling shoes
3. 15 bowling lanes
4. 15 Bakers Doubles Score Sheet

Content Development*

<p>Instant Activity: (At bowling alley) “Shoes to Lanes” When I say “go” you may go to the front desk at the bowling alley and pick up your size of shoe. Once you get your shoes and you have them put on you can pick up your bowling ball and begin bowling. You have 5 minutes, “GO.”</p>			
<p>Set Induction: Have you really wanted to join a league, but you were afraid that you wouldn’t be able to show up regularly. Well, there are different forms of bowling tournaments that you can play in, and even win money! Today we are going to learn how to play a tournament format for bowling called Bakers Doubles.</p>			
MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> 15 Bowling Lanes at bowling alley. 			
<p>Informing Task: When I say “GO,” everyone find a partner. Once you have found a partner get a bowling ball and find a bowling lane that you and your partner will share. Once you have your bowling lane come back to me for further instruction on how to play Bakers Doubles. GO.</p>			
<ul style="list-style-type: none"> Each student will have one partner. Each team will have their own bowling lane. Students pick up their own bowling ball. 	<p>1. Baker Doubles is a simple game. Ever team consists of two teammates. Player one will bowl for the first frame and every odd frame after that. Player two will bowl for the second frame and every even frame after that. If you get a strike on your fist ball, then your frame is completed and you don’t get to bowl your second ball, because your frame is completed and it is the next players turn. The score at the end of 10 frames is the score that your team bowled. Every team must pickup a Bakers</p>	<p>Ball right, move right.</p> <p>Ball left, move left.</p> <p>Aim to arrow.</p> <p>Remember:</p> <ul style="list-style-type: none"> -If hand shake grip thumb at 2 O’clock. -If suit case grip Keep your wrist locked. -If power grip thumb to face. -Follow thru. <p>Bakers Doubles:</p> <ul style="list-style-type: none"> - Player 1 is odd frames - Player 2 is even frame 	<p>What is the highest score you can get bowling with the Bakers Doubles format?</p>

	Doubles score sheet (Attached to the end of the lesson) and fill it out. That way I can show your team its' ranking afterwards. Remember to use all the technique cues we have learned in the past.		
Closure/Assessment			
I want you to show me what you have learned in today's class. To do this I am going to ask you to answer some questions. - How many players are allowed per team in the Bakers Doubles format? Yes, two. - What rotation do you and your teammate bowl in? Correct, every other frame.			

Bakers Doubles Score Sheet

Player 1 Name _____

Player 2 Name _____

Score for Game 1

Score for Game 2 (if there is enough time)

Class Rank for Single Game

Bowling Unit
Lesson Plan #24: Scotch Doubles

Objectives (Behavioral)

A. Student:

1. By the end of class, students will be able to show their knowledge of the game, scotch doubles by filling out the scotch doubles handout. (Naspe standard 2, Naspe standard 3, Earl 1.2, 1.3)

2. Students will demonstrate teamwork and strategize what will allow them to score as high as they can, working as a team. (Naspe standard 5, Earl 1.2)

B. Teacher:

Equipment:

- 15 lanes at a bowling alley (2 students per lane)
- Bowling shoes (1 pair per student, supplied by bowling alley)
- Students designated bowling balls from school
- Pencil (one for each student)
- Scotch doubles handout (one per student)

Instant activity: Now that we are in a real bowling alley, you all probably want to start bowling as fast as you can. Right? For warm up today, as soon as you get your shoes on, have your personal bowling ball and are on an open lane, you may begin bowling. (This exercise should only last for about the first five minutes.)

Set Induction: Today we are going to be playing a game that involves team work as well as strategy. The name of this game is Scotch Doubles. It will be important for you to find a partner that is not good at the same bowling skills as you, because it will take a combination of all of your skills to succeed in this game.

MAF/Instructional technique	Extensions	Refinements	Applications
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Informing Task: When I say **GO**, I want you to get with a partner and get a scotch doubles sheet for both of you as well as a pencil for both of you, and get to an open lane with your partner. **GO**

<ul style="list-style-type: none"> • Students should be at their own individual lane with a partner, handout and a pencil, seated and waiting for further instructions on the day's activities. • Partners should begin bowling and alternating after every shot, make sure to check that everyone is following the instructions to alternate. • After students have played for 15 minutes stop them and instruct them about what they need to think about between games to maximize the score of their second game. • After students have finished both games and or time has run out, instruct students to hand in their 	<ul style="list-style-type: none"> • The reason I told you to get with a partner that is not good at the same bowling skills as you is because today you and your partner will be a team. • The way that Scotch doubles is played, is you and your partner will alternate every shot. • This is why you do not want to both be good at just throwing strikes or just picking up spares. • In order to succeed in this game of Scotch doubles, the partner who is better at throwing strikes should bowl first. • This will allow for the 	<p style="text-align: center;"><u>Strategies for the day</u></p> <ul style="list-style-type: none"> • It is best to be with a partner whose strengths in bowling are your weaknesses. • The partner who is more likely to bowl a strike should bowl first. • The partner who is more accurate at picking up spares should go second. • Teamwork is the key to this game. 	<ul style="list-style-type: none"> • Try to score higher than your first game by making any necessary adjustments. • Scotch doubles handout
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handouts to you and turn in their pencils.

other partner, who is preferably better at picking up spares, to knock down any left over pins in the event that the first throw was not a strike.

- This game relies heavily on your ability to play well as a team and to strategize what will get you the highest score possible.
- After every frame, you will need to fill in your score on your sheet, and then all of your shots on your handout.
- Does anyone have any questions?
- You can begin bowling when you are ready, but keep in mind the strategies that are important to success in this game.
- Ok, everybody stop. When you have finished the first game, make the necessary adjustments to ensure that you can

	<p>score higher the next game, this is a good time to switch who bowls first if you think it will increase your score.</p> <ul style="list-style-type: none">• Ok everyone, time is up, so I need everyone to finish their last frame and complete their work sheets and to turn them and the pencils into me.		
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Closure/assessment:

Wait for the students in a common area, such as the lobby or right in front of the front desk. Have students sit in chairs in the lobby if available or stand if no chairs are available.

- What kind of challenges did you face today playing scotch doubles?
- What strategies did you employ to maximize your score?
- Did you score higher on your second game than the first?
- Did you find it fun or hard to have to rely on another person?

Physical Education Program
Bowling Lesson #25: Match Play

1. Objectives (Specific, Behavioral, Assessable)

A. Student:

1. By the end of the class, the students will demonstrate the correct way to play a match game, by oral examination.
(NASPE Standard 2, EALR 1.2)
2. Students will demonstrate knowledge of the correct cues during the lesson by using correct form and technique.
(NASPE Standard 1, EALR 1.1)

B. Teacher:

2. Equipment: (for a class of 30 students)

1. 30 bowling balls
2. 30 bowling shoes
3. 15 bowling lanes

Content Development*

<p>Instant Activity: (At bowling alley) “Shoes to Lanes” When I say “go” you may go to the front desk at the bowling alley and pick up your size of shoe. Once you get your shoes and you have them put on you can pick up your bowling ball and begin bowling. You have 5 minutes, “GO.”</p>			
<p>Set Induction: If you find yourself wanting to bowl competitively, there is a a style of play called match play. Most tournaments you see on TV played by professionals compete with this style of play.</p>			
MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> 15 Bowling Lanes at bowling alley. 			
<p>Informing Task: When I say “GO,” You will find a person you want to bowl against today. You will then find your bowling ball and place it in the same lane that you and your partner want to play in. Then you will come back to me for the game instructions. GO.</p>			
<ul style="list-style-type: none"> Two students per lane. Students pick up their own bowling ball. 	<p>1. Match play is a game between two bowlers. Through a game of rock, paper, scissors, the winning person will decide to either bowl first or second. The first player to bowl will bowl the first frame. Then bowler two will bowl the first and second frame. Next, player one will bowl the second and third frame. Each time a player bowls they will bowl two frames, except for the very first frame. That is when bowler one bowls just the first frame. You will bowl all ten frames and the player with the highest total at the end of the game wins. Once</p>	<p>Ball right, move right.</p> <p>Ball left, move left.</p> <p>Aim to arrow.</p> <p>Remember:</p> <ul style="list-style-type: none"> -If hand shake grip thumb at 2 O'clock. -If suit case grip Keep your wrist locked. -If power grip thumb to face. -Follow thru. 	<p>Can you set a new personal record for a single game score?</p>

	you have completed a match you can continue to bowl with your partner or you can find a new opponent that is also finished with their game. Remember to use all of the techniques and cues that you have learned.		
Closure/Assessment			
I want you to show me what you have learned in today's class. To do this I am going to ask you to answer some questions. <ul style="list-style-type: none">- How many people do you play against in match play? Yes, one.-How do you know if you have won? Yes, if you have the highest score at the end of ten frames.- How many frames do you bowl in a row? Correct, Each time a player bowls they will bowl two frames, except for the very first frame. That is when bowler one bowls just the first frame.			

Bowling Unit
Lesson Plan #26: Low Ball

Objectives (Behavioral)

A. Student:

1. By the end of class students will be able to track improvement in their accuracy by completing the Low ball worksheet.
(Naspe standard 1, Naspe standard 2, Ealr 1.2, 1.3)

2. By the end of class students will show improvement in their accuracy by scoring lower this game of Low ball than the first time they have played it by scoring this game on the Low ball worksheet.

B. Teacher:

Equipment:

- 15 lanes at a bowling alley (2 students per lane)
- Bowling shoes (1 pair per student, supplied by bowling alley)
- Students designated bowling balls from school
- Low ball score sheet
- Pencil (one for each student)

Instant activity: Now that we are in a real bowling alley, you all probably want to start bowling as fast as you can. Right? For warm up today, as soon as you get your shoes on, have your personal bowling ball and are on an open lane, you may begin bowling. (This exercise should only last for about the first five minutes.)

Set Induction: : Today we are going to revisit a game that I know you all enjoyed. We have been working very hard on all aspects of our game and so today we are going to focus in on our accuracy and ability to knock down pins in the corner. So, today we are going to play a game of Low ball and I want to see everyone really impress me with how good their accuracy is.

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Informing Task: When I say GO, get with a partner, someone that you haven't been partners with and get a lowball score sheet from me as well as a pencil, for you and your partner, and then get to an open lane and listen up for instruction.</p>			
<ul style="list-style-type: none"> This lesson will take place at a local bowling alley. You should reserve 15 lanes all side by side. Wait until all of the students have chosen partners, put their balls down and are ready to listen. For this game, you will ignore the computer scoring systems, and each student will bowl only 20 times each, so even if they get a strike, they will bowl a second time. Students should begin bowling. After every throw they are to be filling out there worksheets. It is best to walk to each lane and look at every students worksheet and make sure that they are 	<ul style="list-style-type: none"> Before we begin I want to know if anyone can tell me how much a gutter ball is worth when you are playing Low ball? Right, it counts as a strike. Can anyone tell me what we are using as an aiming point? Right, the arrows that are 15 feet down the lane. After every throw you need to fill in your score sheets. Shade in the pins you knocked down and write down the score in the bottom right corner of the square. You will only be throwing the ball 20 times. This means that there are 10 frames and 2 throws. Remember, even if you throw a strike (which we want to try and avoid in this game) you will bowl 	<p><u>Today's Accuracy Cues</u></p> <ul style="list-style-type: none"> If your ball is going to the right of your target, move your starting point to the right while still aiming at the same arrow, and move your starting point to the left if you are missing your target to the left while still aiming at the same arrow. <p><u>Review cues</u></p> <ul style="list-style-type: none"> Four Step Approach- Feet together, Lock arm, Bend knees Reach arm straight back as if you were grabbing something behind you. Keep arm straight when swinging to release the ball. Follow-Through straight, right up towards your mouth. 	<ul style="list-style-type: none"> Try to get a lower score than the last Low ball game you played Can you score under 60? Can you get less than 4 pins in two consecutive throws? Can you see a change in your balls location after moving your starting point?

<p>filling out there scoring sheets correctly and offer them tips and suggestions or to give encouragement or praise.</p> <ul style="list-style-type: none">• Also, field any questions that the students may have for you.• Students will most likely only be able to finish one complete game in the time allotted. If they finish before the time is up, they may start another.• When time has expired, stop all of your students and have them finish filling out their worksheets and have them join you for lesson closure	<p>again. The computers are set up so we can play this way.</p> <ul style="list-style-type: none">• So, the object of this game is to get the lowest score possible. This means we are going to be aiming for the pins in the corner trying to knock down as few pins as possible. But if you throw a gutter ball it counts as a strike!• If you have any questions feel free to ask me for help or reference your Low ball score sheet for help• Take your time and don't rush, I want to see quality bowling and improvement over last time.• If you and your partner finish a game, compete the next game and push each other to get a lower score and help each other improve with tips you think will help them after observing their technique.• When I say GO, I want you to all change your shoes and return them to the front desk. Then I		
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	want you to get your bowling ball and worksheet and report to me. GO		
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Closure/assessment:

Wait for the students in a common area, such as the lobby or right in front of the front desk. Have students sit in chairs in the lobby if available or stand if no chairs are available.

- **Collect all of the students scoring sheets**
- Did anyone score below 100? 90? 80? Etc...
- Did anyone score lower than the last time we played?
- What did you find helped you have more success?
- Why is it important to be able to hit the pins in the corner?

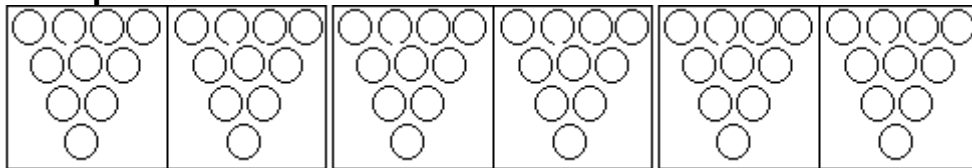
NAME _____

Low Ball Score Sheet

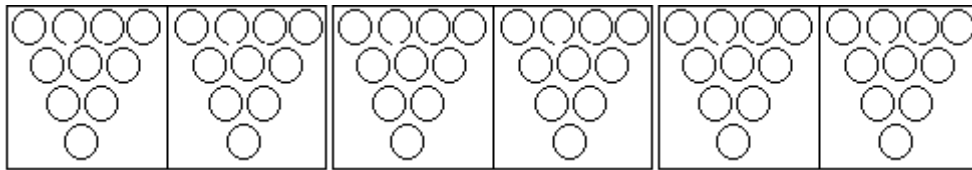
The object of the game low ball is to get the **lowest score** possible. We are trying to work on getting those pins in the **corners** to learn how to pick up spares. There are 20 sets of pins on this sheet. You have twenty throws of the ball in low ball. **Every time** you throw the ball, mark on this sheet which pins you knocked over by filling in the circles that represent your pins, and then write in the **bottom right** corner of the box the score for that throw. So, for example, if you knock over three pins your first throw, **shade** in the three pins you hit and **write** a three in the bottom right corner of the box.

Additional scoring rules....

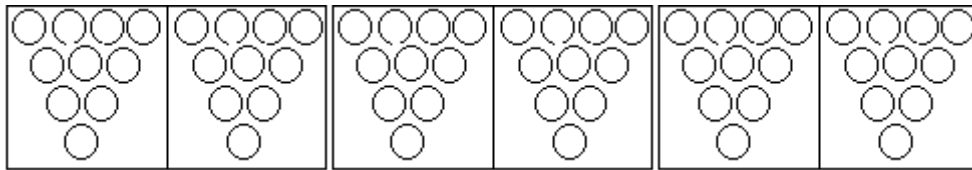
- **Gutter balls count as a strike. You do not want this!**
- **On your second throw in a frame, if you miss the pins that are left, it counts as a spare!**



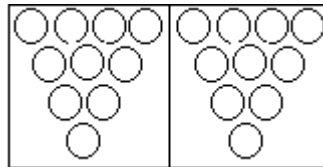
Throw 1. 2. 3. 4. 5. 6.



Throw 7. 8. 9. 10. 11. 12.



Throw 13. 14. 15. 16. 17. 18.



Throw 19. 20.

Total Score _____

Bowling Unit
Lesson Plan #27: Unit test

Objectives (Behavioral)

A. Student:

1. By the end of class students will demonstrate their knowledge of bowling skills that have been taught by taking the written unit test. (Naspe standard 2, Ealr 1.3)
2. By the end of class students will demonstrate their knowledge of how to score a game of bowling by taking the written unit test. (Naspe standard 2, Ealr 1.3)

B. Teacher:

Equipment:

- Unit tests (one per student)
- Pencils (one per student)
- 15 lanes at a bowling alley (2 students per lane)
- Bowling shoes (1 pair per student, supplied by bowling alley)
- Students designated bowling balls from school

Instant activity: There will be no instant activity today, in order for the students to be able to participate in a game of bowling after the test, it would be best for the students to take the test as soon as they arrive at the bowling alley.

Set Induction: Over the course of this unit we have learned different techniques, grips, games and etiquette. Today you are going to be tested on the knowledge you have acquired in this class, we will spend 20 minutes on the test and will bowl afterwards unless you need to spend more time on the test.

MAF/Instructional technique	Extensions	Refinements	Applications
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Informing Task: When I say GO, I want everyone to come up and get a test and a pencil from me, I then want you to go to the seating that has been arranged for the test and find a seat.

<ul style="list-style-type: none"> • Preferably you would want to use a seating area in the bowling alley, such as a conference room or even a café with tables if it is available for you to use it. • Students will begin taking the test and it should go for a period of 20 minutes. • At the twenty minute mark, stop your students. • Students that are finished with their tests will begin bowling. Students that need more time will finish their tests and then bowl when they are done. 	<ul style="list-style-type: none"> • I want you all to briefly take a look at your tests with me. • The test consists of technique, scoring and etiquette. If you have any questions about the test feel free to come ask me questions. • Make sure you all write your name on your test before you begin so you don't forget to. • Begin taking your tests and do your best, eyes on your own work and when you are done turn your test and pencil into me. • Ok everyone, it has been 20 minutes now, if you are done with your tests, I want you to get your 		<ul style="list-style-type: none"> • Written unit test • Try to beat your partners score every frame.
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	<p>bowling shoes and your ball and get with a partner that bowls a similar score to you.</p> <ul style="list-style-type: none">• Once you have your partner, go to an open lane and begin a game. Try to compete with your partner every frame. If they get 7 pins, your goal is to get 8 pins.		
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Closure/assessment:

Wait for the students in a common area, such as the lobby or right in front of the front desk. Have students sit in chairs in the lobby if available or stand if no chairs are available.

- Make sure all of the tests are collected

Test # 2

Name _____

Read every question carefully and if you have a question please ask the instructor for help. This test will have questions from previous quizzes along with new questions. There will be a total of 40 points for this test.

1. In low ball if I bowl a gutter ball on my second shot what happens? (2 points)
 - a. I get a strike for that game.
 - b. I get 10 points for that frame.
 - c. I get a zero for that frame.
 - d. I get a spare for that frame.

2. What are the three grips called? (6 points)
 - a.
 - b.
 - c.

3. In scotch doubles, what is the rotation you bowl in? (2 points)
 - a. My partner and I switch every other shot.
 - b. My partner bowls two frames, then I bowl two frames.
 - c. I shot the first shot in every frame, and then my partner only picks up spares.
 - d. My partner and I switch every other frame.

4. What is the game called where you try to score the lowest game possible? (2 points)
 - a. Low score.
 - b. Keep it down.
 - c. Pin no tap.
 - d. Low Ball.

5. What happens if I bowl a strike in the tenth frame? (2 points)
 - a. You are done and you get 10 points.
 - b. You are done and you get 10 points plus the total of pins you hit in the two previous shots.
 - c. You get to bowl two more times and the total number of pins you get is added on to your score.
 - d. You get one more shot.

6. What is the purpose of Rock and Bowl? (2points)
 - a. Dance to music.
 - b. Bowl in a fun environment.
 - c. Learn a real life activity.
 - d. All of the above.

7. What two pins do you want the ball to strike to increase your chances of getting a strike, if you are a right handed bowler? (4 points)
 - a.
 - b.

8. List the seven games of bowling that you have learned so far. (14 points)
- a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.
9. TRUE / FALSE In scotch doubles my partner and I bowl every other frame. (2 points)
10. If the person next to you is bowling, where should you stand? (2 points)
- a. Next to the bowling ball return.
 - b. Off of the lanes.
 - c. If you are to the right of the person you can bowl.
 - d. If you are to the left of the person you can bowl.
11. Which grip will give you the biggest curve? (2 points)
- a. Suitcase grip.
 - b. Power grip.
 - c. Shake hand grip.
 - d. Spinner grip.

Test # 2 Answer Sheet

Test # 2

Name _____

Read every question carefully and if you have a question please ask the instructor for help. This test will have questions from previous quizzes along with new questions. There will be a total of 40 points for this test.

1. In low ball if I bowl a gutter ball on my second shot what happens? (2 points)
 - a. I get a strike for that game.
 - b. I get 10 points for that frame.
 - c. I get a zero for that frame.
 - d. I get a spare for that frame.**

2. What are the three grips called? (6 points)
 - a. Hand Shake Grip.**
 - b. Suit case grip.**
 - c. Power grip.**

3. In scotch doubles, what is the rotation you bowl in? (2 points)
 - a. My partner and I switch every other shot.**
 - b. My partner bowls two frames, then I bowl two frames.
 - c. I shot the first shot in every frame, and then my partner only picks up spares.
 - d. My partner and I switch every other frame.

4. What is the game called where you try to score the lowest game possible? (2 points)
 - a. Low score.
 - b. Keep it down.
 - c. Pin no tap.
 - d. Low Ball.**

5. What happens if I bowl a strike in the tenth frame? (2 points)
 - a. You are done and you get 10 points.
 - b. You are done and you get 10 points plus the total of pins you hit in the two previous shots.
 - c. You get to bowl two more times and the total number of pins you get is added on to your score.**
 - d. You get one more shot.

6. What is the purpose of Rock and Bowl? (2points)
 - a. Dance to music.
 - b. Bowl in a fun environment.
 - c. Learn a real life activity.
 - d. All of the above.**

7. What two pins do you want the ball to strike to increase your chances of getting a strike, if you are a right handed bowler? (4 points)
 - a. Pin #1**
 - b. Pin #3**

8. List the seven games of bowling that you have learned so far. (14 points)
- a. **Pin no tap.**
 - b. **Low Ball.**
 - c. **League Play.**
 - d. **Rock and Bowl.**
 - e. **Bakers Doubles.**
 - f. **Scotch Doubles.**
 - g. **Match Play.**
9. TRUE / **FALSE** In scotch doubles my partner and I bowl every other frame. (2 points)
10. If the person next to you is bowling, where should you stand? (2 points)
- a. Next to the bowling ball return.
 - b. **Off of the lanes.**
 - c. If you are to the right of the person you can bowl.
 - d. If you are to the left of the person you can bowl.
11. Which grip will give you the biggest curve? (2 points)
- a. Suitcase grip.
 - b. **Power grip.**
 - c. Shake hand grip.
 - d. Spinner grip.

Physical Education Program
Bowling Lesson #28: Singles Tournament

1. Objectives (Specific, Behavioral, Assessable)

A. Student:

1. By the end of the class, the students will demonstrate the correct way to play a singles tournament, by finding their handicap and by oral examination. (NASPE Standard 2, EALR 1.2)
2. Students will demonstrate knowledge of the correct cues during the lesson by using correct form and technique. (NASPE Standard 1, EALR 1.1)

B. Teacher:

2. Equipment: (for a class of 30 students)

1. 30 bowling balls
2. 30 bowling shoes
3. 15 bowling lanes
4. 30 Single Tournament Score Sheets

Content Development*

<p>Instant Activity: (At bowling alley) “Shoes to Lanes” When I say “go” you may go to the front desk at the bowling alley and pick up your size of shoe. Once you get your shoes and you have them put on you can pick up your bowling ball and begin bowling. You have 5 minutes, “GO.”</p>			
<p>Set Induction: If you find yourself wanting to bowl competitively, there is a singles format in bowling. Singles tournaments may limit the amount of time you spend with friends, but this way you can’t get mad at your friends if they make a mistake. In a singles tournament you have only yourself to blame.</p>			
MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> 15 Bowling Lanes at bowling alley. 			
<p>Informing Task: When I say “GO,” you will meet with your team and get your bowling ball. GO.</p>			
<ul style="list-style-type: none"> Two students per lane. Students pick up their own bowling ball. 	<p>1. In lesson 22 every student bowled 2 games, and recorded the scores. Now you can find an average score by adding both scores and then dividing the score by 2. For instance if I bowled a 93 the first game and 107 the second game I would add them and get 200. I would then divide 200 by 2 to get 100. Take your average score and subtract it from 300. So 300 minus 100 would equal 200. My handicap would then be 200. Pick up a singles tournament score sheet (attached to end of lesson) and enter your handicap were it tells you to.</p>	<p>Ball right, move right.</p> <p>Ball left, move left.</p> <p>Aim to arrow.</p> <p>Remember:</p> <ul style="list-style-type: none"> -If hand shake grip thumb at 2 O'clock. -If suit case grip Keep your wrist locked. -If power grip thumb to face. -Follow thru. 	<p>Can your total score be over 300?</p>

	<p>Next bowl a game, once you have your score enter it were its says, "game score," and add your score to your handicap. Your finishing number is the score you bowled for this tournament. Once you have completed your tournament please give me your score sheet so I can give you a class ranking. Remember to use all of the techniques and cues you have learned.</p>		
<p>Closure/Assessment</p>			
<p>I want you to show me what you have learned in today's class. To do this I am going to ask you to answer some questions.</p> <ul style="list-style-type: none"> - What do you need as an individual player, in order to be in a singles tournament? Yes, an average score. -What do you add to the score you got during after a game? Yes, your handicap. 			

Singles Tournament

Name _____

Game 1
Handicap _____

Your Score _____

Total Score _____
(Handicap + Your Score)

Game 2 (If enough time)
Handicap _____

Your Score _____

Total Score _____
(Handicap + Your Score)

Class Ranking

Physical Education Program
Bowling Lesson Plan #29: Bowl for a Grade: Score and Technique.

1. Objectives (Specific, Behavioral, Assessable)

A. Student:

1. By the end of the class, the students will have a recorded score of 10 frames in which they will be able to put goals in place to improve there score. (NASPE Standard 2, EALR 1.2)

B. Teacher:

2. Equipment: (for a class of 30 students)

1. 15 Bowling lanes
2. 30 Bowling balls
3. 30 Pairs of bowling shoes
4. 30 Test sheets on technique.
5. 30 Pencils.

Content Development*

<p>Instant Activity: (At bowling alley) “Shoes to Lanes” When I say “go” you may go to the front desk at the bowling alley and pick up your size of shoe. Once you get your shoes and you have them put on you can pick up your bowling ball and begin bowling. You have 5 minutes, “GO.”</p>			
<p>Set Induction: You have all been working been working on the four-step approach, finding your bowling grip, learning were to place your foot and what arrow to aim at, and you have even learned how to pick up spares. Today we are going to use all of these skills to bowl our best game and to test our bowling techniques.</p>			
MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> 15 bowling lanes at the bowling alley. 			
<p>Informing Task: When I say “go” find a partner and a bowling lane. Bring your bowling ball to the lane and bowl a game with the computer at the bowling alley scoring your game. Once you have completed your game you will come to me for the second part of the test. GO</p>			
<ul style="list-style-type: none"> Partners at each bowling lane. Students pick up own bowling ball. 	<p>1. Today we are bowling for the best score we can possibly get, using all of the skills we have learned. During this part of the test, you will receive one point for every 10 points you score in your bowling game. There will be a maximum of fifteen points for this part of the test. So if your single game score today is 117 then you will receive 11 points out of 15 possible points. If you are able to improve your score from the first recorded test score you will receive a 2 point bonus. After you have finished your game please report it to the teacher.</p>	<p>Ball right, move right.</p> <p>Ball left, move left.</p> <p>Aim to arrow.</p> <p>Remember:</p> <ul style="list-style-type: none"> -If hand shake grip thumb at 2 O'clock. -If suit case grip Keep your wrist locked. -If power grip thumb to face. -Follow thru. 	<p>See how high your score is!</p>

<ul style="list-style-type: none">• Work separately on technique test.	2. Once you have recorded your score to me I will give you the technique form of the test and a pencil. (Technique test will be listed as Assessment #1.)		
Closure/Assessment: <ul style="list-style-type: none">• How did we all do on our score and test? GREAT!!!			

Quiz # 3

Name _____

Read every question carefully and if you have a question please ask the instructor for help. There will be ten points for this quiz.

1. In low ball if I bowl a gutter ball on my second shot what happens?
 - a. I get a strike for that game.
 - b. I get a spare for that frame.
 - c. I get a zero for that frame.
 - d. I get 10 points for that frame.

2. TRUE / FALSE In bakers doubles I bowl every other frame with my partner.

3. In scotch doubles, what is the rotation you bowl in.
 - a. My partner bowls two frames, then I bowl two frames.
 - b. My partner and I switch every other shot.
 - c. I shot the first shot in every frame, and then my partner only picks up spares.
 - d. My partner and I switch every other game.

4. List the seven types of bowling games I learned this quarter.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.

Quiz #3 Answer Sheet

Quiz # 3

Name _____

Read every question carefully and if you have a question please ask the instructor for help. There will be ten points for this quiz.

1. In low ball if I bowl a gutter ball on my second shot what happens?
 - a. I get a strike for that game.
 - b. I get a spare for that frame.**
 - c. I get a zero for that frame.
 - d. I get 10 points for that frame.

2. **TRUE** / FALSE In bakers doubles I bowl every other frame with my partner.

3. In scotch doubles, what is the rotation you bowl in.
 - a. My partner bowls two frames, then I bowl two frames.
 - b. My partner and I switch every other shot.**
 - c. I shot the first shot in every frame, and then my partner only picks up spares.
 - d. My partner and I switch every other game.

4. List the seven types of bowling games I learned this quarter. (7 Points)
 - a. Pin no tap.**
 - b. Low Ball.**
 - c. Rock and Bowl.**
 - d. League Play.**
 - e. Bakers Doubles.**
 - f. Scotch Doubles.**
 - g. Match Play.**

Bowling Unit
Lesson Plan #30: End of unit Rockin' Bowl

Objectives (Behavioral)

A. Student:

1. By the end of class students will have participated in a real life bowling situation by playing during a Rockin' Bowl session. (Naspe standard 2, Naspe standard 3, Naspe standard 5)

B. Teacher:

Equipment:

- 15 lanes at a bowling alley (2 students per lane)
- Bowling shoes (1 pair per student, supplied by bowling alley)
- Students designated bowling balls from school

Instant activity: Now that we are in a real bowling alley, you all probably want to start bowling as fast as you can. Right? For warm up today, as soon as you get your shoes on, have your personal bowling ball and are on an open lane, you may begin bowling. (This exercise should only last for about the first five minutes.)

Set Induction: : Wow, we are on the last day of our bowling unit, time fly's when your having fun! Today to end our awesome bowling unit we are going to relax and play Rockin' bowl for this class period because I know that you all enjoy it so much.

MAF/Instructional technique	Extensions	Refinements	Applications
<p>Informing Task: When I say GO, I want you to pair up with someone wearing different color pants or shorts that you haven't been partners with and then go to one of the 15 lanes. Only 2 people per lane, and place your bowling balls on the rack at your lane then be seated and wait for my instructions. GO</p>			
<ul style="list-style-type: none"> This lesson will take place at a local bowling alley. You should reserve 15 lanes all side by side. Wait until all of the students have chosen partners, put their balls down and are ready to listen. Students should now begin to bowl and you should be monitoring their activity and be available to help them if they need it. Students will probably get through two full games today because of the length of activity time. At the end of class signal the class to stop and listen for instructions. 	<ul style="list-style-type: none"> Today as I said before we are going to be playing Rockin' Bowl. I hope that you all have enjoyed this unit plan and will continue to bowl for a long time. Bowling can be a lifetime activity that you can really get into and enjoy. When I say GO, the person with the longer hair will begin bowling. Make sure that you all focus on your proper forms and techniques and try to score your all time high game, and remember, have fun! GO 	<ul style="list-style-type: none"> Four Step Approach- Feet together, Lock arm, Bend knees Reach arm straight back as if you were grabbing something behind you. Keep arm straight when swinging to release the ball. Follow-Through straight, right up towards your mouth. If your ball is going to the right of your target, move your starting point to the right while still aiming at the same arrow, and move your starting point to the left if you are missing your target to the left while still aiming at the same arrow. 	<ul style="list-style-type: none"> Try for the highest score you can get in the time allotted.

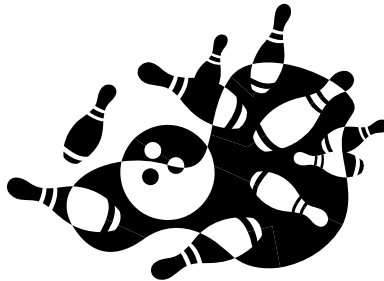
Closure/assessment:

- Did anyone bowl a higher score than the last Rockin' bowl?

- Did everyone have fun!?
- What are your thoughts and opinions on bowling?
- How many of you think you will go bowling occasionally now?
- Does anyone have any questions about the lesson today?

Assessment Introduction

Formal assessments for the bowling unit plan include 3 skill test, 3 quizzes, and 2 tests. Also included is a sheet that goes by a lesson by lesson format of formal and informal assessments outlining national standards. It will also outline the days that these assessments should be administered during the unit.



Assessment Section Contents

1. Track the ball worksheet.
2. Low ball worksheet.
3. Written Quiz #1.
4. Rock and bowl activity review.
5. Scoring worksheet.
6. Score card.
7. Written quiz #2.
8. Written test #1.
9. Rock and bowl activity sheet.
10. Accuracy handout.
11. Bakers doubles score sheet.
12. Scotch doubles score sheet.
13. Low ball worksheet.
14. Written Test #2.
15. Singles tournament score sheet.
16. Written quiz #3.
17. Rock and bowl activity sheet.

Day	Lesson Theme	Informal Assessment	Standards	Formal Assessment	Standards
Lesson #1	Ball Fitting	Identify the proper size and weight a bowling ball should be for a bowler.	NASPE 2,5 EALR 1.3	Students Demonstrate proper ball fitting to me the instructor.	NASPE 2 EALR 1.3
Lesson #2	4-Step Approach	Students bowl using four step approach.	NASPE 1 EALR 1.1		
Lesson #3	Bowling Grips	Students bowl using three different grips.	NASPE 1 EALR 1.1		
Lesson #4	Foot Placement and Target Placement	Students will demonstrate correct foot placement in relation to their target.	NASPE 1,2 EALR 1.1, 1.2		
Lesson #5	Throwing a Strike	Show where ball should hit pins to get highest strike percentage.	NASPE 2 EALR 1.1		
Lesson #6	Pin No Tap	Make adjustments on the lane by moving their feet.	NASPE 1, 2 EALR 1.1, 1.2	Track the ball worksheet	NASPE 1, 2 EALR 1.1, 1.2
Lesson #7	Spares	Students use 3-6-9 spare system.	NASPE 2 EALR 1.2		
Lesson #8	Low Ball			Low ball worksheet.	NASPE 1, 2 EALR 1.1, 1.2
Lesson #9	Bowling Quiz: Skill and Written			Written quiz. Skill test.	NASPE 2 EALR 1.2 NASPE 2 EALR1.2

Lesson #10	Rock and Bowl			Rock and Bowl Activity Review	NASPE 1 EALR 1.3
Lesson #11	Scoring			Scoring Worksheet	NASPE 2 EALR 1.2
Lesson #12	Score Your Game	Bowl for a score.	NASPE 2 EALR 1.3		
Lesson #13	Review: 4-step Approach	Knowledge of 4- step approach.	NASPE 2 EALR 1.2		
Lesson #14	League Setup	Understanding of league play.	NASPE 6 EALR 1.2		
Lesson #15	League Play	Understanding of league play.	NASPE 6 EALR 1.2		
Lesson #16	League Play	Understanding of league play.	NASPE 6 EALR 1.2		
Lesson #17	League Play	Understanding of league play.	NASPE 6 EALR 1.2		
Lesson #18	League Play	Understanding of league play.	NASPE 6 EALR 1.2		
Lesson #19	Bowling Quiz: Skill and Written			Written quiz. Skill test.	NASPE 2 EALR 1.2 NASPE 2 EALR1.2
Lesson #20	Test			Written Test Scoring Test	NASPE 2 EALR 1.3 NASPE 2 EALR 1.3
Lesson #21	Rock and Bowl			Rock and Bowl Activity Review	NASPE 1 EALR 1.3
Lesson #22	Accuracy and Spares	Establish New Handicap Score.	NASPE 3 EALR 1.2		

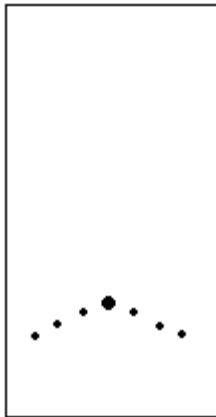
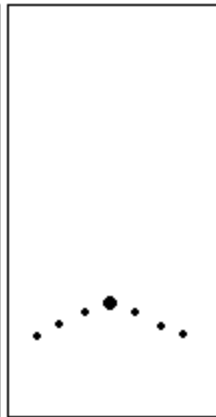
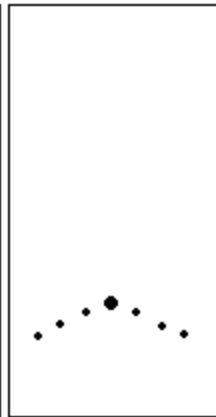
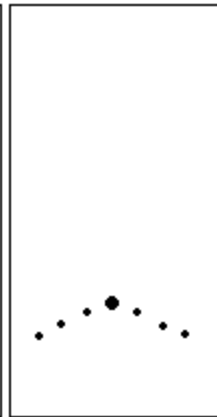
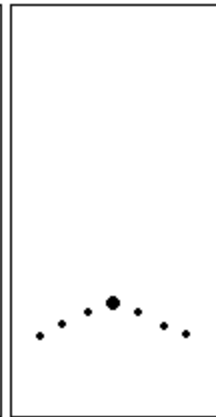
Lesson #23	Bakers Doubles	Demonstrate knowledge of Bakers Doubles rules.	NASPE 2 EALR 1.2	Bakers Doubles score sheet.	NASPE 2 EALR 1.2
Lesson #24	Scotch Doubles			Scotch Doubles score sheet.	NASPE 2 EALR 1.2
Lesson #25	Match Play	Demonstrate knowledge of Match Play rules.	NASPE 2 EALR 1.2		
Lesson #26	Low Ball			Low ball worksheet.	NASPE 1, 2 EALR 1.1, 1.2
Lesson #27	Test			Written Test Scoring Test	NASPE 2 EALR 1.3 NASPE 2 EALR 1.3
Lesson #28	Singles Tournament			Singles Tournament score sheet.	NASPE 2 EALR 1.2
Lesson #29	Bowling Quiz: Skill and Written			Written quiz. Skill test.	NASPE 2 EALR 1.2 NASPE 2 EALR 1.2
Lesson #30	Rock and Bowl	Demonstrate a real life bowling situation by rock and bowl.	NASPE 1 EALR 1.3		

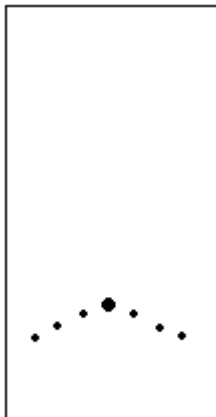
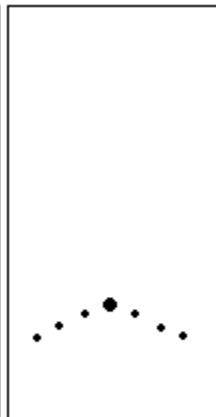
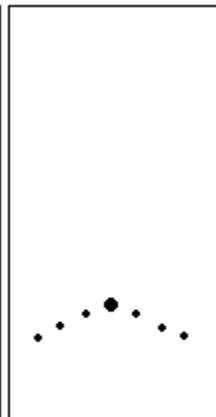
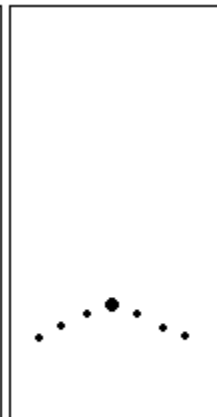
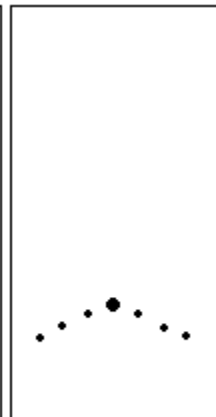
Pin No-Tap

NAME _____

FILL OUT AFTER EVERY FRAME YOU BOWL

On the following diagrams, circle the dot your foot started on and circle what arrow you aimed for. Draw the path of the ball, and then write how many pins were knocked down. **Only do this for the first throw of each frame. Remember!** If your ball went over the arrow you aimed for but did not get a strike, you need to move one way or the other. If your ball missed to the left, you need to start farther left, if you missed right, you need to start farther right but still need to aim for the same arrow. **If your ball did not go over the arrow you aimed for, keep aiming at the same arrow until you go over it and then make adjustments.**

				
••••●••••	••••●••••	••••●••••	••••●••••	••••●••••
Pins down ____	Pins down ____	Pins down ____	Pins down ____	Pins down ____

				
••••●••••	••••●•~••••	••••●••••	••••●••••	••••●••••
Pins down ____	Pins down ____	Pins down ____	Pins down ____	Pins down ____

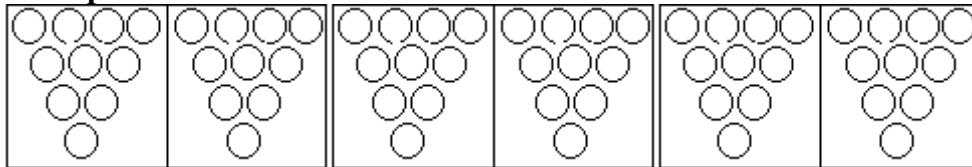
NAME _____

Low Ball Score Sheet

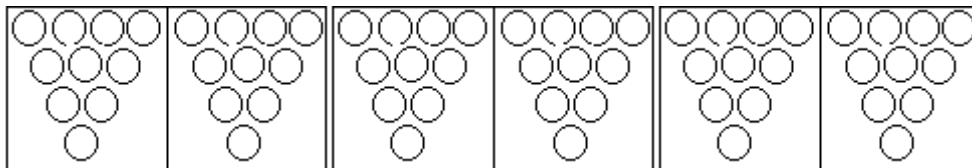
The object of the game low ball is to get the **lowest score** possible. We are trying to work on getting those pins in the **corners** to learn how to pick up spares. There are 20 sets of pins on this sheet. You have twenty throws of the ball in low ball. **Every time** you throw the ball, mark on this sheet which pins you knocked over by filling in the circles that represent your pins, and then write in the **bottom right** corner of the box the score for that throw. So, for example, if you knock over three pins your first throw, **shade** in the three pins you hit and **write** a three in the bottom right corner of the box.

Additional scoring rules....

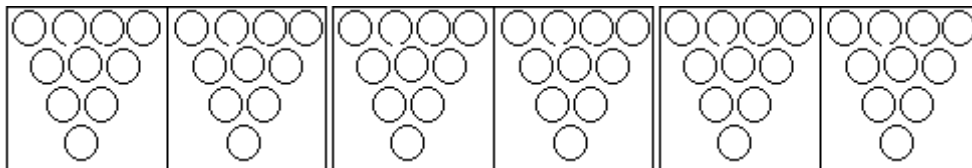
- **Gutter balls count as a strike. You do not want this!**
- **On your second throw in a frame, if you miss the pins that are left, it counts as a spare!**



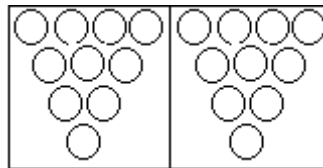
Throw 1. 2. 3. 4. 5. 6.



Throw 7. 8. 9. 10. 11. 12.



Throw 13. 14. 15. 16. 17. 18.



Throw 19. 20.

Total Score _____

Technique Quiz #1

Name _____

Read all of the questions carefully, and if you have questions ask the instructor. This quiz will be worth a total of 10 points.

1. What is the game called where if you knock down 9 pins on the first shot it counts as a strike?
 - a. Low ball.
 - b. Power ball.
 - c. Pin no tap.
 - d. Lucky nines.

2. What are the three grips called? (3 points)
 - a.
 - b.
 - c.

3. What is the 3-6-9 approach?
 - a. A system used for starting players only.
 - b. The spare system used by many players by moving there starting position.
 - c. The system used when starting your approach.
 - d. The system where you aim at different arrows on the lane for picking up spares.

4. What is the game called where you try to score the lowest game possible?
 - a. Low score.
 - b. Keep it down.
 - c. Pin no tap.
 - d. Low Ball.

5. TRUE / FALSE The thumb hole should be big enough that my thumb fits snugly in it.

6. What is the 4-step approach?
 - a. The system where you aim at different arrows on the lane for picking up spares.
 - b. The system used when starting your approach.
 - c. A system used for starting players only.
 - d. None of the above.

7. What two pins do you want the ball to strike to increase your chances of getting a strike, if you are a right handed bowler? (2 points)
 - a.
 - b.

Answer Sheet Quiz #1

Technique Quiz #1

Name _____

Read all of the questions carefully, and if you have questions ask the instructor. This quiz will be worth a total of 10 points.

1. What is the game called where if you knock down 9 pins on the first shot it counts as a strike?
 - a. Low ball.
 - b. Power ball.
 - c. Pin no tap.**
 - d. Lucky nines.
2. What are the three grips called? (3 points)
 - a. Hand Shake Grip**
 - b. Suit Case Grip**
 - c. Power Grip**
3. What is the 3-6-9 approach?
 - a. A system used for starting players only.
 - b. The spare system used by many players by moving there starting position.**
 - c. The system used when starting your approach.
 - d. The system where you aim at different arrows on the lane for picking up spares.
4. What is the game called where you try to score the lowest game possible?
 - a. Low score.
 - b. Keep it down.
 - c. Pin no tap.
 - d. Low Ball.**
5. **TRUE / FALSE** The thumb hole should be big enough that my thumb fits snugly in it.
6. What is the 4-step approach?
 - a. The system where you aim at different arrows on the lane for picking up spares.
 - b. The system used when starting your approach.**
 - c. A system used for starting players only.
 - d. None of the above.
7. What two pins do you want the ball to strike to increase your chances of getting a strike, if you are a right handed bowler? (2 points)
 - a. Pin # 1**
 - b. Pin # 2**

Rockin' Bowl Activity sheet

NAME _____

Today we are going to be working on past skills and techniques we have learned. Please follow these instructions carefully, and most importantly, HAVE FUN!

1. In past lessons we have worked on hitting the strike pocket. What do you do if your ball is missing the strike pocket to the left?
2. Also we have worked on hitting the pins in the corners of the lane. Why is it important to be able to hit pins in the corner of the lane?
3. After you have answered the questions above you and your partner may begin to bowl, however you need to follow these instructions:
 - Record your score after each throw.
 - On your first throw of each frame, aim for either the right or left corner pins. This will help us work on our ability to pick up those pesky pins left over for a spare!
 - On your second throw of each frame, aim for the strike pocket. If you do not hit the strike pocket, make adjustments according to what we have learned concerning what to do if your ball goes left or right.
 - Bowl until the teacher signals you to stop.

Throw #1___ #2___ #3___ #4___ #5___ #6___ #7___ #8___

Throw #9___ #10___ #11___ #12___ #13___ #14___ #15___

Throw #16___ #17___ #18___ #19___ #20___

Quiz #2

Name _____

Read each question carefully and if you have any questions ask the instructor for help. There will be 10 points for this quiz.

1. What thing do you need for league play?
 - a. Teammates.
 - b. Handicap.
 - c. Opponents.
 - d. All of the above.

2. How many points do you get if you make a strike?
 - a. 10 points plus the number of pins you hit in the next shot.
 - b. 10 points plus the number of pins you hit in your next two shots.
 - c. 10 points plus the number of pins you hit in your next three shots.
 - d. 10 points.

3. What happens if I bowl a strike in the tenth frame?
 - a. You are done and you get 10 points.
 - b. You are done and you get 10 points plus the total of pins you hit in the two previous shots.
 - c. You get to bowl two more times and the total number of pins you get is added on to your score.
 - d. You get one more shot.

4. If the person next to you is bowling, where should you stand?
 - a. Next to the bowling ball return.
 - b. Off of the lanes.
 - c. If you are to the right of the person you can bowl.
 - d. If you are to the left of the person you can bowl.

5. What is the purpose of a handicap?
 - a. To help promote fair play.
 - b. It shows how good or bad you are.
 - c. It puts both teams on a level playing field.
 - d. Both a and c.
 - e. Both b and c.

Quiz #2 Answer Sheet

Quiz #2

Name _____

Read each question carefully and if you have any questions ask the instructor for help. There will be 10 points for this quiz.

1. What thing do you need for league play?
 - a. Teammates.
 - b. Handicap.
 - c. Opponents.
 - d. All of the above.**

2. How many points do you get if you make a strike?
 - a. 10 points plus the number of pins you hit in the next shot.
 - b. 10 points plus the number of pins you hit in your next two shots.**
 - c. 10 points plus the number of pins you hit in your next three shots.
 - d. 10 points.

3. What happens if I bowl a strike in the tenth frame?
 - a. You are done and you get 10 points.
 - b. You are done and you get 10 points plus the total of pins you hit in the two previous shots.
 - c. You get to bowl two more times and the total number of pins you get is added on to your score.**
 - d. You get one more shot.

4. If the person next to you is bowling, where should you stand?
 - a. Next to the bowling ball return.
 - b. Off of the lanes.**
 - c. If you are to the right of the person you can bowl.
 - d. If you are to the left of the person you can bowl.

5. What is the purpose of a handicap?
 - a. To help promote fair play.
 - b. It shows how good or bad you are.
 - c. It puts both teams on a level playing field.
 - d. Both a and c.**
 - e. Both b and c.

Test # 1

Name _____

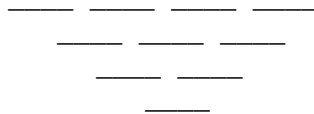
Read every question carefully and if you have any question please ask the instructor of help. This test will have questions from previous quizzes, along with a few more new questions. This quiz will be worth 40 points.

1. What are the three grips called? (6 points)
 - a.
 - b.
 - c.

2. How many points do you get if you make a strike? (2 points)
 - a. 10 points plus the number of pins you hit in your next two shots.
 - b. 10 points plus the number of pins you hit in the next shot.
 - c. 10 points.
 - d. 10 points plus the number of pins you hit in your next three shots.

3. What two pins do you want the ball to strike to increase your chances of getting a strike, if you are a right handed bowler? (4 points)
 - a.
 - b.

4. What order is the number of pins in? (10 points)



5. What is the game called where you try to score the lowest game possible? (2 points)
 - a. Low score.
 - b. Keep it down.
 - c. Pin no tap.
 - d. Low Ball.

6. What is the 4-step approach? (2 points)
 - a. The system where you aim at different arrows on the lane for picking up spares.
 - b. A system used for starting players only.
 - c. The system used when starting your approach.
 - d. None of the above.

7. If a right handed player missed the strike pocket a little to the left, and they hit their target arrow, what adjustment should they make on the next frame? (2 points)
 - a. Aim for a target to the left or their original target.
 - b. Move their starting position to the right.
 - c. Move their starting position to the left.
 - d. Put less spin on the ball.

8. What is the game called where if you knock down 9 pins on the first shot it counts as a strike? (2 points)

- a. Low ball.
- b. Power ball.
- c. Pin no tap.
- d. Lucky nines.

9. If I get a spare, how do I score it? (2 points)

- a. 10 points plus the number of pins hit on the next shot.
- b. 20 points plus the number of pins on the next shot.
- c. 10 Points plus the number of pins hit in the next two shots.
- d. None of the above.

10. Place the following steps in order from start to finish. (8 points)

- | | | |
|-------|--------|--|
| _____ | Step 1 | a. Step with the same hand as bowling hand. |
| _____ | Step 2 | b. Swing your arm back. |
| _____ | Step 3 | c. Step with opposite bowling hand foot, and move ball straight out. |
| _____ | Step 4 | d. Slide bowling hand foot behind your other foot. |

Test # 1 Answer Sheet

Test # 1

Name _____

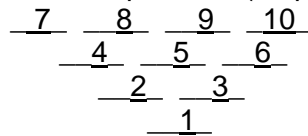
Read every question carefully and if you have any question please ask the instructor of help. This test will have questions from previous quizzes, along with a few more new questions. This quiz will be worth 40 points.

1. What are the three grips called? (6 points)
 - a. **Shake hand grip**
 - b. **Suit case grip**
 - c. **Power grip.**

2. How many points do you get if you make a strike? (2 points)
 - a. **10 points plus the number of pins you hit in your next two shots.**
 - b. 10 points plus the number of pins you hit in the next shot.
 - c. 10 points.
 - d. 10 points plus the number of pins you hit in your next three shots.

3. What two pins do you want the ball to strike to increase your chances of getting a strike, if you are a right handed bowler? (4 points)
 - a. **Pin #1**
 - b. **Pin #3**

4. What order is the number of pins in? (10 points)



5. What is the game called where you try to score the lowest game possible? (2 points)
 - a. Low score.
 - b. Keep it down.
 - c. Pin no tap.
 - d. **Low Ball.**

6. What is the 4-step approach? (2 points)
 - a. The system where you aim at different arrows on the lane for picking up spares.
 - b. A system used for starting players only.
 - c. **The system used when starting your approach.**
 - d. None of the above.

7. If a right handed player missed the strike pocket a little to the left, and they hit their target arrow, what adjustment should they make on the next frame? (2 points)
- Aim for a target to the left or their original target.
 - Move their starting position to the right.
 - Move their starting position to the left.**
 - Put less spin on the ball.
8. What is the game called where if you knock down 9 pins on the first shot it counts as a strike? (2 points)
- Low ball.
 - Power ball.
 - Pin no tap.**
 - Lucky nines.
9. If I get a spare, how do I score it? (2 points)
- 10 points plus the number of pins hit on the next shot.**
 - 20 points plus the number of pins on the next shot.
 - 10 Points plus the number of pins hit in the next two shots.
 - None of the above.
10. Place the following steps in order from start to finish. (8 points)
- | | | |
|--------------------|--------|--|
| <u> </u> C | Step 1 | a. Step with the same hand as bowling hand. |
| <u> </u> A | Step 2 | b. Swing your arm back. |
| <u> </u> B | Step 3 | c. Step with opposite bowling hand foot, and move ball straight out. |
| <u> </u> D | Step 4 | d. Slide bowling hand foot behind your other foot. |

Rockin' Bowl #2 Activity sheet

NAME _____

Today we are going to be working on past skills and techniques we have learned. Please follow these instructions carefully, and most importantly, HAVE FUN!

1. How many steps are there in our initial approach?

2. Describe the three cues for throwing a bowling ball, do not include the approach.

3. After you have answered the questions above you and your partner may begin to bowl, however you need to follow these instructions:
 - Record your score after each throw.
 - On your first throw of each frame, aim for either the right or left corner pins. This will help us work on our ability to pick up those pesky pins left over for a spare!
 - On your second throw of each frame, aim for the strike pocket. If you do not hit the strike pocket, make adjustments according to what we have learned concerning what to do if your ball goes left or right.
 - Bowl until the teacher signals you to stop.

Throw #1___ #2___ #3___ #4___ #5___ #6___ #7___ #8___

Throw #9___ #10___ #11___ #12___ #13___ #14___ #15___

Throw #16___ #17___ #18___ #19___ #20___

Bakers Doubles Score Sheet

Player 1 Name _____

Player 2 Name _____

Score for Game 1

Score for Game 2 (if there is enough time)

Class Rank for Single Game

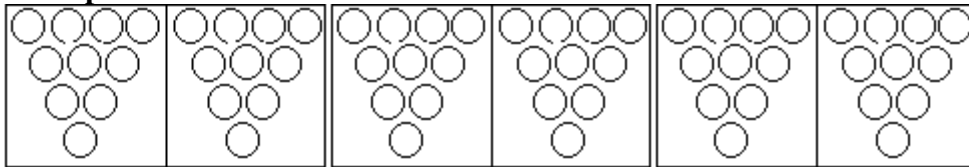
NAME _____

Low Ball Score Sheet

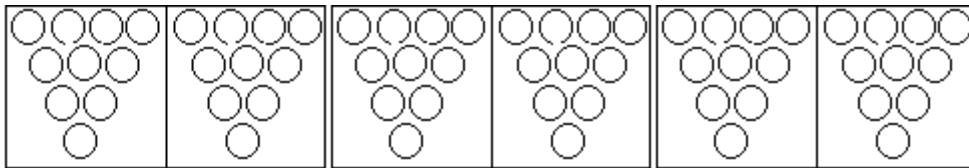
The object of the game low ball is to get the **lowest score** possible. We are trying to work on getting those pins in the **corners** to learn how to pick up spares. There are 20 sets of pins on this sheet. You have twenty throws of the ball in low ball. **Every time** you throw the ball, mark on this sheet which pins you knocked over by filling in the circles that represent your pins, and then write in the **bottom right** corner of the box the score for that throw. So, for example, if you knock over three pins your first throw, **shade** in the three pins you hit and **write** a three in the bottom right corner of the box.

Additional scoring rules....

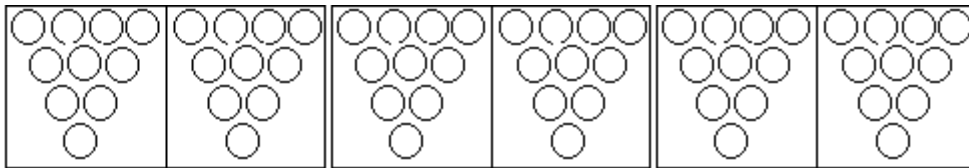
- **Gutter balls count as a strike. You do not want this!**
- **On your second throw in a frame, if you miss the pins that are left, it counts as a spare!**



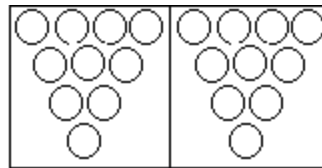
Throw 1. 2. 3. 4. 5. 6.



Throw 7. 8. 9. 10. 11. 12.



Throw 13. 14. 15. 16. 17. 18.



Throw 19. 20.

Total Score _____

Test # 2

Name _____

Read every question carefully and if you have a question please ask the instructor for help. This test will have questions from previous quizzes along with new questions. There will be a total of 40 points for this test.

1. In low ball if I bowl a gutter ball on my second shot what happens? (2 points)
 - a. I get a strike for that game.
 - b. I get 10 points for that frame.
 - c. I get a zero for that frame.
 - d. I get a spare for that frame.

2. What are the three grips called? (6 points)
 - a.
 - b.
 - c.

3. In scotch doubles, what is the rotation you bowl in? (2 points)
 - a. My partner and I switch every other shot.
 - b. My partner bowls two frames, then I bowl two frames.
 - c. I shot the first shot in every frame, and then my partner only picks up spares.
 - d. My partner and I switch every other frame.

4. What is the game called where you try to score the lowest game possible? (2 points)
 - a. Low score.
 - b. Keep it down.
 - c. Pin no tap.
 - d. Low Ball.

5. What happens if I bowl a strike in the tenth frame? (2 points)
 - a. You are done and you get 10 points.
 - b. You are done and you get 10 points plus the total of pins you hit in the two previous shots.
 - c. You get to bowl two more times and the total number of pins you get is added on to your score.
 - d. You get one more shot.

6. What is the purpose of Rock and Bowl? (2points)
 - a. Dance to music.
 - b. Bowl in a fun environment.
 - c. Learn a real life activity.
 - d. All of the above.

7. What two pins do you want the ball to strike to increase your chances of getting a strike, if you are a right handed bowler? (4 points)
 - a.
 - b.

8. List the seven games of bowling that you have learned so far. (14 points)
- a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.
9. TRUE / FALSE In scotch doubles my partner and I bowl every other frame. (2 points)
10. If the person next to you is bowling, where should you stand? (2 points)
- a. Next to the bowling ball return.
 - b. Off of the lanes.
 - c. If you are to the right of the person you can bowl.
 - d. If you are to the left of the person you can bowl.
11. Which grip will give you the biggest curve? (2 points)
- a. Suitcase grip.
 - b. Power grip.
 - c. Shake hand grip.
 - d. Spinner grip.

Test # 2 Answer Sheet

Test # 2

Name _____

Read every question carefully and if you have a question please ask the instructor for help. This test will have questions from previous quizzes along with new questions. There will be a total of 40 points for this test.

1. In low ball if I bowl a gutter ball on my second shot what happens? (2 points)
 - a. I get a strike for that game.
 - b. I get 10 points for that frame.
 - c. I get a zero for that frame.
 - d. I get a spare for that frame.**

2. What are the three grips called? (6 points)
 - a. Hand Shake Grip.**
 - b. Suit case grip.**
 - c. Power grip.**

3. In scotch doubles, what is the rotation you bowl in? (2 points)
 - a. My partner and I switch every other shot.**
 - b. My partner bowls two frames, then I bowl two frames.
 - c. I shot the first shot in every frame, and then my partner only picks up spares.
 - d. My partner and I switch every other frame.

4. What is the game called where you try to score the lowest game possible? (2 points)
 - a. Low score.
 - b. Keep it down.
 - c. Pin no tap.
 - d. Low Ball.**

5. What happens if I bowl a strike in the tenth frame? (2 points)
 - a. You are done and you get 10 points.
 - b. You are done and you get 10 points plus the total of pins you hit in the two previous shots.
 - c. You get to bowl two more times and the total number of pins you get is added on to your score.**
 - d. You get one more shot.

6. What is the purpose of Rock and Bowl? (2points)
 - a. Dance to music.
 - b. Bowl in a fun environment.
 - c. Learn a real life activity.
 - d. All of the above.**

7. What two pins do you want the ball to strike to increase your chances of getting a strike, if you are a right handed bowler? (4 points)
- Pin #1**
 - Pin #3**
8. List the seven games of bowling that you have learned so far. (14 points)
- Pin no tap.**
 - Low Ball.**
 - League Play.**
 - Rock and Bowl.**
 - Bakers Doubles.**
 - Scotch Doubles.**
 - Match Play.**
9. TRUE / FALSE In scotch doubles my partner and I bowl every other frame. (2 points)
10. If the person next to you is bowling, where should you stand? (2 points)
- Next to the bowling ball return.
 - Off of the lanes.**
 - If you are to the right of the person you can bowl.
 - If you are to the left of the person you can bowl.
11. Which grip will give you the biggest curve? (2 points)
- Suitcase grip.
 - Power grip.**
 - Shake hand grip.
 - Spinner grip.

Singles Tournament

Name _____

Game 1
Handicap _____

Your Score _____

Total Score _____
(Handicap + Your Score)

Game 2 (If enough time)
Handicap _____

Your Score _____

Total Score _____
(Handicap + Your Score)

Class Ranking

Quiz # 3

Name _____

Read every question carefully and if you have a question please ask the instructor for help. There will be ten points for this quiz.

1. In low ball if I bowl a gutter ball on my second shot what happens?
 - a. I get a strike for that game.
 - b. I get a spare for that frame.
 - c. I get a zero for that frame.
 - d. I get 10 points for that frame.

2. TRUE / FALSE In bakers doubles I bowl every other frame with my partner.

3. In scotch doubles, what is the rotation you bowl in.
 - a. My partner bowls two frames, then I bowl two frames.
 - b. My partner and I switch every other shot.
 - c. I shot the first shot in every frame, and then my partner only picks up spares.
 - d. My partner and I switch every other game.

4. List the seven types of bowling games I learned this quarter.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.

Quiz #3 Answer Sheet

Quiz # 3

Name _____

Read every question carefully and if you have a question please ask the instructor for help. There will be ten points for this quiz.

1. In low ball if I bowl a gutter ball on my second shot what happens?
 - a. I get a strike for that game.
 - b. I get a spare for that frame.**
 - c. I get a zero for that frame.
 - d. I get 10 points for that frame.

2. **TRUE** / FALSE In bakers doubles I bowl every other frame with my partner.

3. In scotch doubles, what is the rotation you bowl in.
 - a. My partner bowls two frames, then I bowl two frames.
 - b. My partner and I switch every other shot.**
 - c. I shot the first shot in every frame, and then my partner only picks up spares.
 - d. My partner and I switch every other game.

4. List the seven types of bowling games I learned this quarter. (7 Points)
 - a. Pin no tap.**
 - b. Low Ball.**
 - c. Rock and Bowl.**
 - d. League Play.**
 - e. Bakers Doubles.**
 - f. Scotch Doubles.**
 - g. Match Play.**