

Bones & Muscles Lesson

Learning Objectives

I can identify several bones and muscles that work together to help my body move.

- 2.1 The student will identify the major body systems, healthy food and beverage choices, emotions, and social skills and explain how each is connected to personal health.

Body Systems

- a) Identify structures that form body systems, including the heart and lungs (cardiorespiratory system), bones (skeletal system), and muscles (muscular system) and how the systems work together.

Teacher Notes

- List of bones & muscles, including location and their function.
- Post a visual of a skeleton to help identify location.
- Bones: skull, spine, vertebrae, sternum, ribs, humerus, ulna, radius, femur, deltoid, fibula, tibia, phalange
- Muscles: heart, biceps, triceps, quadriceps, gluteal, hamstrings

Lesson Steps

Step 1 (Engage learners/access prior knowledge)

- Q and A (1 minute) Who can point to a bone or muscle and name it for the class?

Step 2 (New information – direct instruction/teacher-facilitated learning)

- Introduce 1 bone or muscle at a time, identify the location and function of the bone or muscle.

Step 3 (Application – how student will apply/practice new learning)

- Bone and Muscle Tag
 - Students spread out around play area. On “go” signal, 1-2 taggers holding a pool noodle will chase the other students and try to tag the bone or muscle called out by the teacher. (Ex:// “Bicep”-taggers must tag other students’ bicep). Change the locomotor movement (walk, skip, hop, jump, gallop, etc.), taggers, and bone or muscle (Example list above) each round.

Assessments

- [Bones or Muscles Review Wheel](#)
- [Bones & Muscles Review Wheel \(Extension\)](#)

Extensions/Connections

- Add more bones and muscles or their function as needed.

Resources/References

- <https://wheelofnames.com/#>



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