



SAMPLE LESSON PLANS

Health Smart Virginia - Sample Lesson Plan

Grade: 4th

Unit: Bones

SOLs:

4.2 The student will identify major structures and begin to apply knowledge of anatomy to explain movement patterns.

- c) Identify the major components of the skeletal system, to include sternum, vertebrae, patella, and phalange. [*3 - femur, tibia, fibula, humerus, radius, and ulna, 2 - skull, ribs, and spine*]
- e) Identify the bones and muscles needed to perform one fitness activity and one skilled movement.

Title: Bone Labeling

Objectives/ Goals:

The student will:

- Identify bones to include skull, ribs, spine, femur, tibia, fibula, humerus, radius, ulna, sternum, vertebrae, patella, and phalange.
- Earn bone cards by successfully completing associated tasks
- Work cooperatively in groups and among peers to label group members correctly

Materials:

- Pre-printed and laminated bone cards (see attached)
- Skill/Unit related equipment

Procedure:

Introduction:

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- Include/review locations of bones to include skull, ribs, spine, femur, tibia, fibula, humerus, radius, ulna, sternum, vertebrae, patella, and phalange.

Description:

- This activity can be applied to any skill related unit or game where students have the opportunity to earn things. In this case, student groups earn “bone cards”.
- For example, during a basketball dribbling unit, a student from a group scores a basket. That group then earns one bone card and brings it back to their group. Once the group earns all their bone cards and they are correctly labeled on a group member, that group wins. Another example would be students earning cards for completing exercises, etc.
- It can also be a cooperative activity where no one wins, but all groups must complete the task so the class can “win”.
- Student should switch roles within groups so everyone has a chance to do each task.
- A variation of this activity can be for students to only earn the bone card when they come up with an exercise associated with a particular bone. The group would create and perform the exercise and if correct, earn that specific bone card the exercise was created for. (i.e. bicep curl- humerus)

Closure:

- Review locations of bones. Teacher calls out name of bone while students point to the correct location of that bone on their own body.

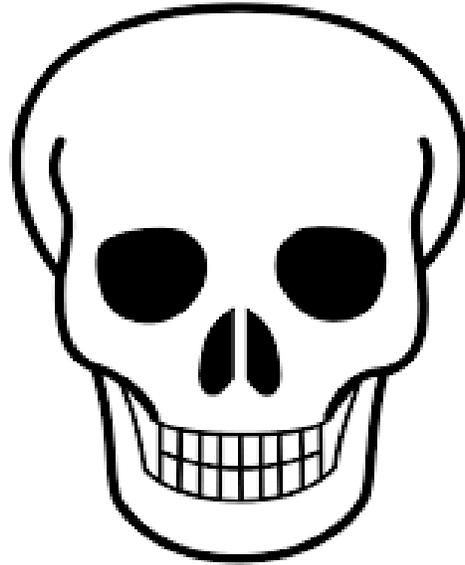
Assessments

- Take a picture of each completed, labeled student as a form of assessment for each group.
- Assess through teacher observation/checklist as students complete activity.

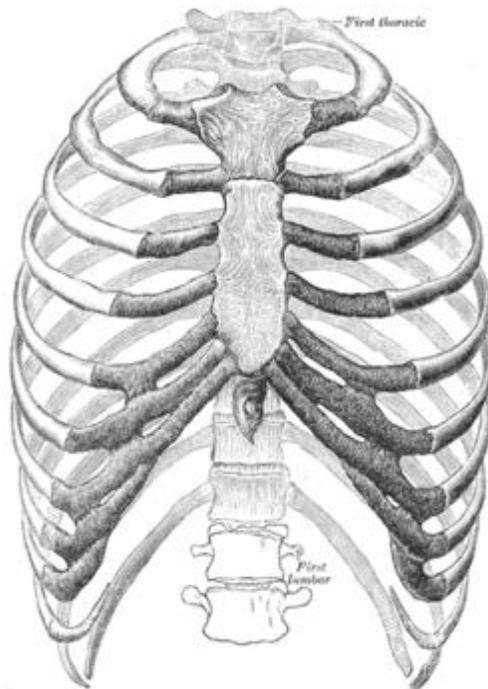
References & Sources:

- <https://classroom.kidshealth.org/prekto2/body/parts/bones.pdf>
- <https://classroom.kidshealth.org/classroom/3to5/body/parts/bones.pdf>
- <http://www.teacherplanet.com/content/skeletal-system>
- https://www.scholastic.com/content/dam/teachers/blogs/genia-connell/migrated-files/mr._skeleton.pdf

SKULL



RIBS



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SPINE

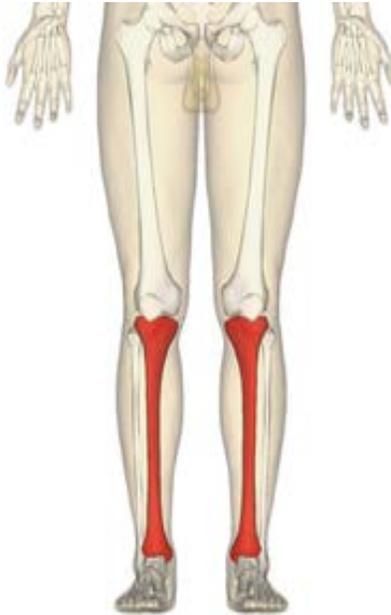


FEMUR



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TIBIA



FIBULA



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HUMERUS



RADIUS



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ULNA



STERNUM

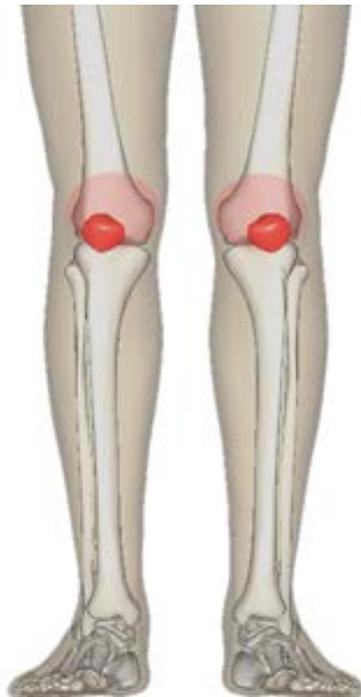


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VERTEBRAE



PATELLA



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PHALANGES

