



SAMPLE LESSON PLANS

Health Smart Virginia - Sample Lesson Plan

Grade: 5th

Unit: Bones

SOLs:

5.2 The student will apply anatomical knowledge and movement strategies in complex movement activities.

b) Apply knowledge of body systems, bones and muscles to accurately describe a variety of specific movements such as ball strike, overhand throw or volley.

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) that are used in specific movements.
- 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 below)
- Skill/Unit related equipment

Procedure:

Introduction:

- Include/review locations of bones to include skull, ribs, spine, femur, tibia, fibula, humerus, radius, ulna, sternum, vertebrae, patella, and phalange.
- Discuss how bones are involved in certain movements. Give examples. (i.e. Overhand throw- humerus)

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Description:

- In the 5th grade version, students earn a 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)
- In round 1, have groups create upper body/core exercises or skill movements to earn bones from the upper body.
- Round 2, have groups create lower body/core exercises or skill movements to earn bones from the lower body.
- Total body rounds can also be included.
- Groups need to perform the exercise for the teacher or “bone manager” in order to earn that particular bone card, return it to their group, and correctly label.
- Once all bones are earned and a student from their group is correctly labeled, that group wins.
- It can also be cooperative and the class can “win”, once all groups correctly finish.

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.
- Teacher demonstrates a movement and students name bones involved.

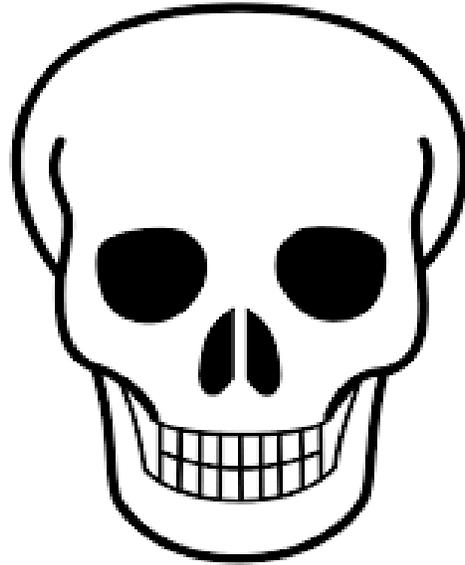
Assessments

- 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.

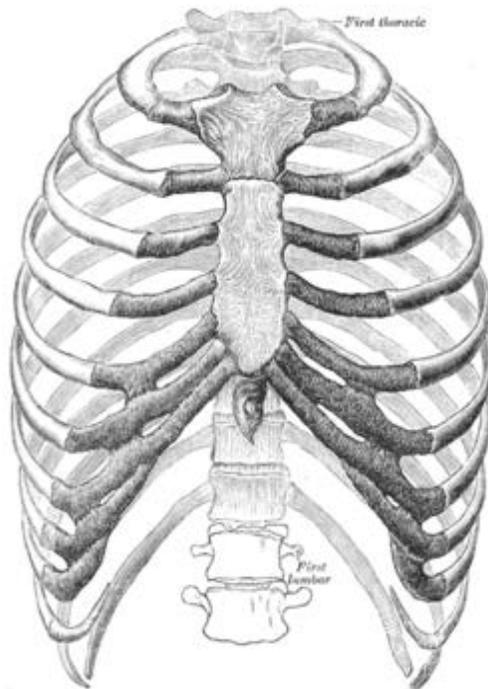
References & Sources:

- <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

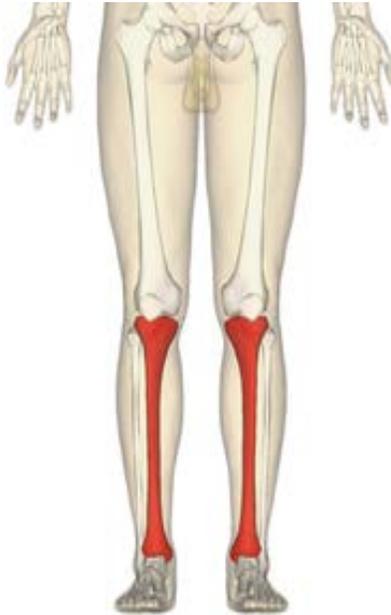


FEMUR



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TIBIA



FIBULA

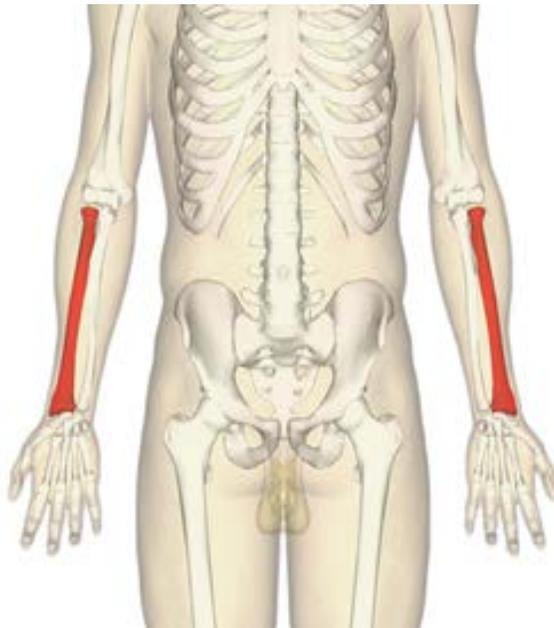


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HUMERUS



RADIUS



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ULNA



STERNUM

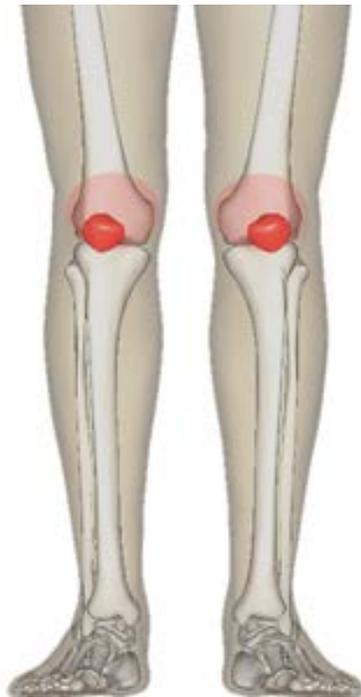


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VERTEBRAE



PATELLA



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PHALANGES

