



SAMPLE LESSON PLANS

Health Smart Virginia - Sample Lesson Plan

Grade: 5th

Unit: Muscles

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: Muscle Labeling

Objectives/ Goals:

The student will:

- Identify muscles to include deltoid, gluteal, hamstrings, triceps, quadriceps, biceps, abdominals, and heart and accurately describe movements each are used in.
- Earn muscle cards by successfully completing associated tasks
- Work cooperatively in groups and among peers to label group members correctly

Materials:

- Pre-printed and laminated muscle cards (see below)
- Resistance equipment (light hand weights, resistance bands)
- Mats

Procedure:

Introduction:

- Include/review muscles to include deltoid, gluteal, hamstrings, triceps, quadriceps, biceps, abdominals, and heart

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Description:

- In the 5th grade version, students earn a muscle card when they come up with an exercise associated with a particular muscle. The group would create and perform the exercise and if correct, earn that specific muscle card the exercise was created for. (i.e. bicep curl-bicep)
- In round 1, have groups create upper body/core exercises or skill movements to earn muscles from the upper body.
- Round 2, have groups create lower body/core exercises or skill movements to earn muscles from the lower body.
- Total body rounds can also be included.
- Groups need to perform the exercise for the teacher or “muscle manager” in order to earn that particular muscle card, return it to their group, and correctly label.
- Once all muscles 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 muscles. Teacher calls out name of muscle while students point to the correct location of that muscle on their own body.
- Teacher demonstrates a movements and students name muscles involved.

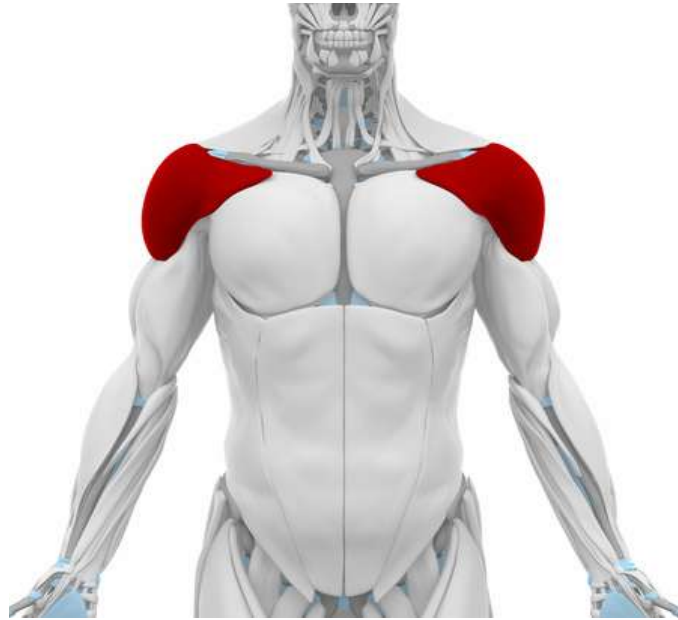
Assessments

- 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.
- Video movement creations while students identify muscles used
- See muscle unit assessment

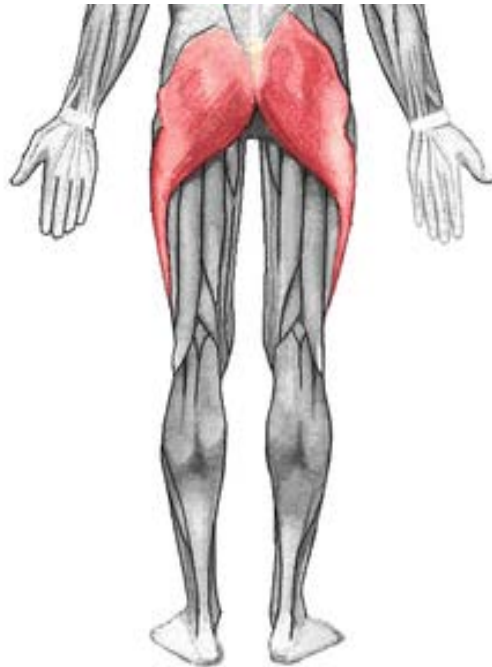
References & Sources:

- <https://classroom.kidshealth.org/classroom/prekto2/body/parts/bones.pdf?ref=search>
- <https://classroom.kidshealth.org/classroom/3to5/body/parts/bones.pdf>

DELTOID

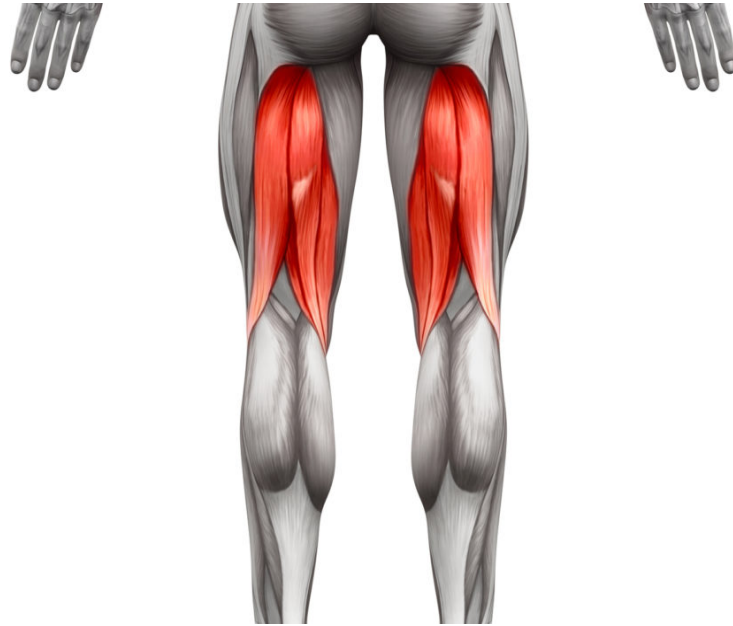


GLUTEAL



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HAMSTRINGS



TRICEPS



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QUADRICEPS

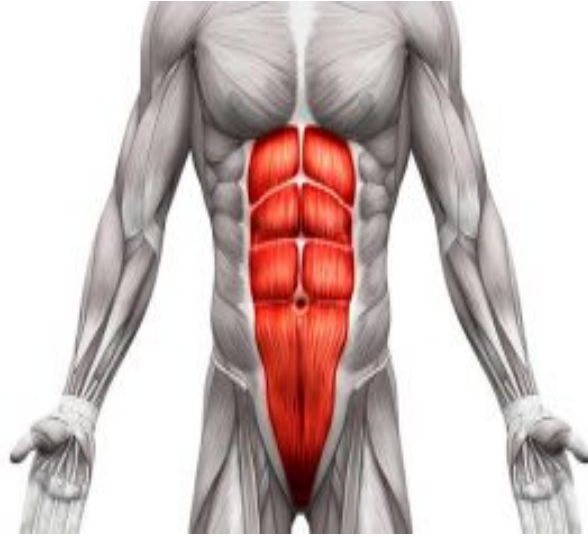


BICEPS

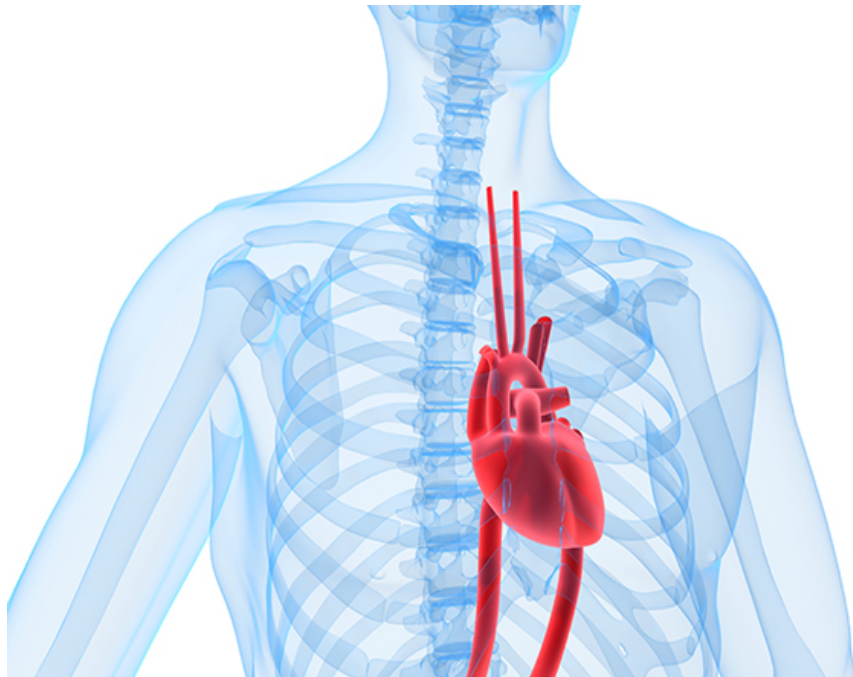


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ABDOMINALS



HEART



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