

# Bones, Bones, Bones

## Learning Objectives

- I can identify major body systems focusing on the skeletal system. (SOL 2.1a)
- 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

- Vocabulary words: Skeletal System (bones)- skull, ribs and spine
- Skeletal muscles come in many different sizes and shapes to allow them to do many types of jobs. Some of the biggest and most powerful muscles are in the back, near your spine. These muscles help keep you upright and standing tall.
- Skull: The head or cranium, protects the brain.
- Ribs: They make up the ribcage in your chest and protect the heart and lungs.
- Spine: It's made up of several little bones called vertebrae and provides the main support for the body. It helps you to stand upright and protects the spinal cord which sends the messages from your brain to the rest of the body.

## Lesson Steps

### *Step 1 (Engage learners/access prior knowledge)*

- Have a large picture of a skeleton, or an actual skeleton and ask students to come up and identify different bones in the system.

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

- Using the picture above go over the bones of the body. Have a class discussion on the purpose of the bones in our body. Have students clearly identify where the various bones are located.
- Watch the video to help with understanding.  
<https://www.youtube.com/watch?v=vRuh9aBwUdM>
- Lead a discussion using the following questions: Where is your skull? What does it protect? Where are your ribs? What do they protect? Where is your spine? What does it protect? How does it help your brain send messages to your body?

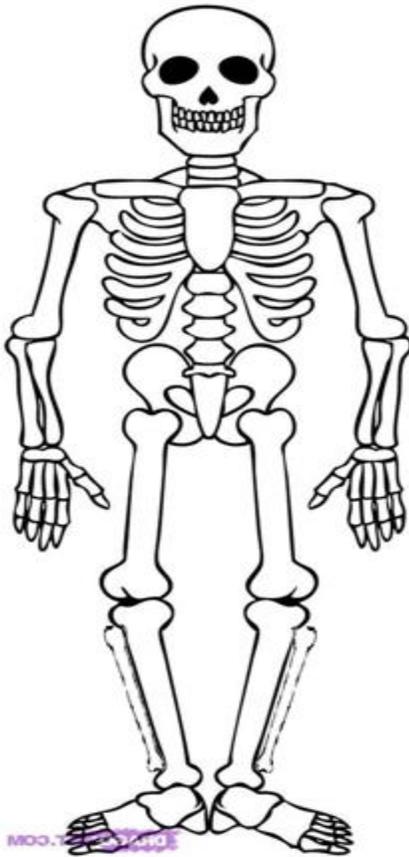
### *Step 3 (Application – how student will apply/practice new learning)*

- Build a Skeleton game

- For this game you will need 6 sets of skeletons (either bones or paper cut outs), 6 colored cones and 12 hula hoops to match. Split the students into 6 teams and place them at the cones/hoops in each hoop place a complete skeleton picture. At the opposite end of the gym place the skeleton pieces of a complete skeleton all mixed up in each of the hoops.
- On go, the first student from each team runs to the opposite end of the gym and picks up a bone and brings it back to their team. This continues until all bones are back at the starting cone. As students are collecting the bones the team members are building their skeleton. Once the skeleton is put together the team can come up with a name for their skeleton.
- At the end of the game have students feel their hearts and notice their breathing. The teacher leads them to a discussion about which body system they have worked.

### Assessments

- Use a skeleton picture and have students color the skull, ribs, and spine.



### Extensions/Connections

- Bones Dance <https://www.youtube.com/watch?v=ipn7qjowQrk>
- Bones <http://kidshealth.org/en/kids/bones.html>

### Handout

Name: \_\_\_\_\_

Color:

Skull-Red

Ribs-Blue

Spine-Yellow

Can you identify any other bones?

