



SAMPLE LESSON PLANS

Health Smart Virginia - Sample Lesson Plan

Grade: 4th

Unit: Anatomy- Bones and Muscles

SOLs:

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

- b) Identify major muscle groups, to include deltoid and gluteal. [*3 - hamstrings and triceps, 2 - quadriceps, biceps, abdominals, and heart*]
- 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: What Makes my Body Move?

Objectives/ Goals:

The student will ...

- Identify major muscle groups
- Identify major bones
- Identify bones and muscles needed to perform certain exercises
- Work together among classmates during activity

Materials:

- 5 different color hula hoops,
- 4 different color pennies,

Created by: Kim Gentry

- 5 tagging devices,
- muscle and bone papers

Procedure:

Introduction:

- Teacher should review pertinent bones and muscles and their locations. Have students give examples of different exercises for select muscles and/or bones.

Description:

- Students are broken into 4 teams. Each team is a location of the body. For example Arms, Upper Legs, Lower Legs, and Core. Each team has a hula hoop in the corner.
- There is a hula hoop in the middle with printed muscles and bones that belong to the chosen body locations. Amount and difficulty will vary based on grade level.
- On signal, students from each team will attempt to reach the middle and retrieve a body part. One student will be defending the middle hoop and one person from each team will defend their own hoops.
- Students will take turns bringing their body parts back to their hoop and place them face up. If tagged by the middle defender, the student must return to their hoop without a part. Students are also allowed to travel to other hoops to locate all of their missing muscles and bones.
- If a student is tagged by another team's' defender, they must complete an exercise that uses a muscle from that body location (i.e lower leg - calf raises). The first team to retrieve all of the bones and muscles specific to their team, wins.
- If time allows, have students change teams for extra review.

Closure:

- Review pertinent muscles and bones and their locations

Assessments:

- Assess formatively through teacher observation
- See attached exit slip
- See muscle unit assessment

References & Sources:

- <https://classroom.kidshealth.org/classroom/3to5/body/parts/bones.pdf>

NAME: _____ DATE: _____

Exit Slip – What Makes your Body Move?

1. What location of the body did your team represent?

2. Name a major muscle or bone in that location

3. Name an exercise that utilizes those muscles or bones in that location.
