



## SAMPLE LESSON PLANS

### Health Smart Virginia - Sample Lesson Plan

Grade: 5<sup>th</sup>

**Unit:** Anatomy - 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:** Rollin' Bones

**Objectives/ Goals:**

The student will:

- Identify bones to include sternum, vertebrae, patella, and phalange, femur, tibia, fibula, humerus, radius, ulna, skull, ribs, and spine
- Apply knowledge of what bones are used in a variety of exercises
- Build a skeleton by successfully rolling a match and earning skeleton pieces
- Work cooperatively with a partner and among peers during activity

**Materials:**

- At least 6 copies of pre-laminated skeleton sets (color coded helps with organization) See link below for example skeleton
- Hula hoops (1 per two students)
- Dice (1 set per two students)

**Procedure:**

Introduction:

- Include discussion on bones and locations focusing on specific grade level benchmarks.

Created by Stevie Gray and Kim Gentry

### Description:

- Students will work together as a partner team to attempt to build all of the skeleton puzzles correctly.
- Each student will find a partner and together they will roll their dice inside of a hula hoop. If they roll a match, they are allowed to take one bone out of the paper bag and place it in its proper place on a skeleton.
- If the students do not roll a match – add or multiply the numbers together and perform that number of exercises before trying again. Teachers can prepare a list of exercise choices or have a specific exercise for each round that students do.
- In round 2, students can see what group can build their skeleton first.
- In round 3, students can perform an exercise that uses a specific bone that is needed to build their skeleton even if they do not roll a match.

### 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 skeleton
- Assess formatively through teacher observation

### References & Sources:

- [https://www.scholastic.com/content/dam/teachers/blogs/genia-connell/migrated-files/mr.\\_skeleton.pdf](https://www.scholastic.com/content/dam/teachers/blogs/genia-connell/migrated-files/mr._skeleton.pdf)