LESSON PLAN – Skeletal System and Muscular System

Subject/Topic/Unit: Science/Skeletal System and Muscular System/Healthy Living

Grade Level: Third Grade

I. Main Ideas/Conceptual Understanding/Goals

To understand the skeletal and muscular systems and their relationships to healthy lifestyles

II. Specific Objectives

After listening to a reading of The Magic School Bus Inside the Human Body and participating in a series of activities related to the skeletal and muscular systems, the student will contribute an illustrated and notated page for a class book on the skeletal and muscular systems and healthy lifestyles.

Life Science Curriculum Framework

3. Describe the characteristics, structures, life cycles, and environments of organisms.
   b. Identify and describe the purpose of the digestive, nervous, skeletal, and muscular systems of the body. (DOK 1)

III. Procedures

   A. Introduction/Motivation

Tell students that today we will culminate what we have learned this week about the skeletal system and muscular systems. Tell students that by the end of the lesson they will design an illustrated and notated page for a class book on the skeletal and muscular systems and healthy lifestyles.

Tell students that it’s important to exercise often. Tell them that today we are going to do three activities that will “exercise” our muscular and skeletal systems. We will do the activities today and then I want them to practice these activities for three days. On the fourth day, we will do the activities as a class again and see if the activities are easier and if we can do them for longer periods of time.

Activity 1: Put students in an open space area such as the gym or playground. Have them stand with flat feet and long jump as far as they can. Have a partner student measure the actual distance they jumped. Have each student record his distance on a chart under the “before practice” section (Skeletal & Muscular 5 – Attachment 1).

Activity 2: This activity may be done in the classroom. Have student lay one hand on a table. Ask a partner to hold up a ruler with one hand and hold a small stone at the 8 inch or 20 centimeter mark with the other hand. Without warning, have the partner drop the stone. Count how many times out of ten tries you move your hand out of the way. Write your answers in the “before practice section” of the chart (Skeletal & Muscular 5 – Attachment 1).

Activity 3: Stand on one foot. Record the length of time that you can stand on one foot without falling or putting your foot down in the “before practice” section of the chart (Skeletal & Muscular 5 – Attachment 1).
Remind students to practice these activities for 3 days and after the 3\textsuperscript{rd} day, we will try them again and see if they improved with their activities and times.

**B. Study/Learning**
Read the book *The Magic School Bus Inside the Human Body* by Joanna Cole to the students. Ask students guiding questions throughout the reading especially emphasizing the sections on the skeletal and muscular systems.

**Guided Practice**
Take students outside or to a large enough area to get in a circle and throw balls. Have students stand in a circle. Throw the ball (any kind is acceptable) to a student and when the student catches it, he/she must name something factual about the muscular system, the skeletal system, or healthy living. Then that student must throw the ball to another student so that that student can then state a fact about the muscular system, the skeletal system, or healthy living. Continue this until all students have had a turn or they can think of no more facts. Then have students sit in the circle and ask them to name the parts of the skeletal and muscular systems that were used in the activity with the ball.

**Independent Practice**
Continue outside activities. Have students stand in a circle and perform the Hokey Pokey using as many body parts as possible (or any other similar song that uses body parts for large movements). After the performance, have students to again name portions of the skeletal and muscular systems that were used for the performance activity and how the activity helped them to continue to be healthy.

**C. Culmination**
Return to the classroom. Review information taught on the skeletal and muscular systems. Have students to get into groups of four. Have them to select a recorder, a reporter, and two performers. Have each group list what they learned about both systems on chart paper with the recorder writing the suggestions from the group. Then have the reporters for each group state what his/her group learned this week with performers “acting out” any of the learned facts by pointing, moving, etc.

**D. Follow-up**
Give students access to art materials, computers, the class library, etc. and have each student design an illustrated and notated page for a class book on the skeletal and muscular systems and healthy lifestyles.