LESSON PLAN – Skeletal System

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

Grade Level: Third Grade

I. Main Ideas/Conceptual Understanding/Goals

Understanding the location of selected bones of the skeletal system

II. Specific Objectives

After a lesson on the skeletal system, the student will label the cranium, mandible, clavicle, sternum, spine, ribs, humerus, radius, ulna, pelvis, femur, patella, fibula, tibia, and phalanges with no less than two errors.

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

   Have students lie on the floor on white butcher paper with arms extended, legs slightly apart, and backs and hands flat on the floor. Have other students trace the outline of each student’s body. When all bodies are traced, have each student outline his/her own body with dark markers. Tell students that we will use these diagrams later in the lesson. Tell students that we will be discussing systems of the body this week along with the importance of a healthy lifestyle. Tell students that by the end of this lesson, they will label a diagram of the skeletal system.

   B. Study/Learning

   Use the Smart Board and/or computer and show a youtube video on the skeletal system (https://www.youtube.com/watch?v=vya4wpS2fgk&list=PLC83B777C8727EF8E3). Discuss the video by pointing out that the body has 206 bones and that the video emphasized how the bones protect the vital organs in the body. Show the video again and have students stand and point to each bone as it is sung on the video. Then have students move to the beat of the music and continue to point to the bones on their own bodies as the video is played a third time. Show students a diagram of the skeletal system (Skeletal 1 – Attachment 1). Give students a copy of the handout as well. Point out the cranium, mandible, clavicle, sternum, spine, ribs, humerus, radius, ulna, pelvis, femur, patella, fibula, tibia, and phalanges on the diagram and have students highlight each one on his/her handout. Use a model of the skeleton to further emphasize the location of the selected bones.
Guided Practice
Teach students the words (Skeletal 1 – Attachment 2) and motions (http://supersimplelearning.com/songs/themes-series/halloween/the-skeleton-dance/) to the Skeleton Song using the SmartBoard and/or computer. Have students sing the song and do the movements as a whole group and in small groups to practice learning the locations of the selected bones.

Independent Practice
Divide the students into groups of four. Have students get out the outlines of their own bodies that they created and have them work together to put sticky note labels on each bone that is called out (cranium, mandible, clavicle, sternum, spine, ribs, humerus, radius, ulna, pelvis, femur, patella, fibula, tibia, and phalanges) on their outlined bodies created earlier in the lesson. Groups will check their models with the model that is being used by the teacher at the same time.

C. Culmination
Play Simon Says with bones. For example, “Simon Says wiggle your phalanges!” Have students take turns being Simon, and let them refer to diagram if they need to. Call out all bones studied in today’s lesson (cranium, mandible, clavicle, sternum, spine, ribs, humerus, radius, ulna, pelvis, femur, patella, fibula, tibia, and phalanges).

D. Follow-up
Give students the unlabeled handout of the skeletal system (Skeletal 1 – Attachment 3) and have them label each part that’s listed in the word bank.