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]

Title: Soldier Tag

Objectives/ Goals:
The student will ...
   • Identify specific bones and muscles of the “tagged” body part
   • Work together among classmates during activity

Materials:

Procedure:
Introduction:
   • Teacher should review pertinent bones and muscles and their locations

Description:
Created by: Tommy Landseadel
• All students are taggers and anyone can tag anyone.
• If tagged in the arm, the student pretends that their arm is wounded and they can’t use it.
• When tagged a second time, that body part is wounded also.
• The third tagger becomes a helper. On the third tag, two things happen. First the two students must work together to identify the nearest bone and major muscle of the wounded body parts.
• After identifying them, the wounded soldier is fully healed and can return to the game.

Closure:
• Review pertinent muscles and bones and their locations

Assessments:
• Assess formatively through teacher observation
• See attached exit slip

References & Sources:
• https://classroom.kidshealth.org/classroom/3to5/body/parts/bones.pdf

Created by: Tommy Landseadel
Exit Slip – Soldier Tag

1. Name a major muscle OR bone closest to your arm.

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2. Name a major muscle OR bone closest to your leg.

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