Health Smart Virginia - Sample Lesson Plan
Grade: 5th

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: