Health: Skeletal Lesson 2A/B

Objectives: By the end of this lesson the students will be able to list and describe where 12 out of the 22 bones are on the skeletal body as assessed by a final closure assessment with Mr. Bones.

Prior Knowledge Needed by Students: Student will have heard of some of bones in science classes in elementary school and/or if they have ever broken a bone in their body, the will most likely have remembered the name of the bone.

Purpose: This lesson is just for your studying and learning purposes. Many of you said you wanted to learn about the bones in sixth grade health and that is exactly what we are doing. It is going to be a tough quiz and test and by participating in this lesson you are going to have much better scores!

Anticipatory Set: I will review the bones on the overhead quickly with the students then I will introduce them to Mr. Bones. I will tell the students that his bones are completely real. He donated his body to research and he is now in our classroom to help you to learn.

Methods/Strategies Used and Rationale:
Active Learning- The students will be in groups and they will actively be learning throughout the class period. They will be in groups and be working as individuals throughout their station work.
Direct Learning- I will intro the bones and review the bones on Mr. Bones. I will tell the students what bones they need to know and show them where they are on Mr. Bones.
Kinesthetic- During walk to Mr. Bones the students are being very active. They are going to be power walking to Mr. Bones racing against a partner once they hear me call out the name of a bone. The first to power walk to him and touch the correct bone will get a point.
Visual/Spatial- The students will be tracing a group member and drawing the bones and labeling them on a life size portrait. They will be able to use this as a study guide before the major test.

Chronology of Lesson:

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<tr>
<th>Time</th>
<th>Description</th>
<th>Cues/Key Words</th>
<th>Organization</th>
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<tbody>
<tr>
<td>Review/Anticipatory Set:</td>
<td>1. Complete Skeletal System Notes: Put the Skeletal drawing back on the overhead and complete the worksheet with the students.</td>
<td>-“With my hands I drive my CAR (metacarpals) and with my feet I walk on TAR (metatarsals).”</td>
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<td>2. Mr. Bones: Before for we go into stations I will go over to Mr. Bones and quickly review the 22 bones. Mr. Bones is a great review</td>
<td>-My funny bone is my humerus.</td>
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and also my anticipatory set because the students get so excited to be able to look and work with him.

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<th>Activities:</th>
<th>Major Tasks:</th>
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| **1. Skeletal Stations** | - Station One- Individual Study Time  
- Station Two- Game Show  
- Station Three- Mr. Bones  
- Station Four-Life Size Portraits  
- Station Five- Body Systems book |
| The attached station guides will be given to the students and I will go over the directions for the five stations. Each station addresses a different type of learner and will help the students to learn the 22 required skeletal bones. | - Four stations will be set up in the four corners of the room and station one will be set up outside of the room in the commons because they will not be talking during this exercise.  
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- X X  
- Mr. Bones  
Other students will be on the outside of the walking path. |
| **2. Clavicle Game** | - Don’t push each other.  
- Get a new partner for every bone.  
- Keep quite and under control while looking for a new partner. |
| During this game the kids will be stand up in the room. I will have a guide with the bones on it and will call out one bone at a time. The students will then find a partner and touch that specific bone to others person’s specific bone. |  
- Do not run.  
- Do not touch Mr. Bones to hard.  
- Stay out of the power-walking path. |
| **3. Power Walk to Mr. Bones** |  
- Station One- Individual Study Time  
- Station Two- Game Show  
- Station Three- Mr. Bones  
- Station Four-Life Size Portraits  
- Station Five- Body Systems book |
| The students will split up into a window team, the half of the class closest to the window, and a door team, the half of the class closest to the door. Mr. Bones will be at the back of the room and I will put a piece of tape down on the floor as a starting bock. The students will step up to the line two at a time, one from each team, and I will call out a bone. The kids will power walk to Mr. Bones and touch the bone I called out. The first to touch the correct bone will get a point. Game goes on until bones run out. |  
- Remind about Friday quiz  
- Mental Challenge  
- Don’t bring backpacks, can’t leave early if already have backpack with you. |

**Closure:** Remind students of their short quiz on Friday. If the students worked hard and I didn’t have to ask them to get back on task, they will be rewarded their two minutes mental break.
Accommodation(s) Required/Differentiated Instruction: I will be putting the students into groups of five. I have one ESL student that I will be pairing with Seth because they work well together and Seth is a student that will be more than willing to help with reading and writing. I also have two ADHD students that I will not be putting in a group together. The lesson is based on different styles of instructions within stations so all students will have a chance to use different intelligences.

Assessment of Objectives: There will be no assessment of the objectives today. I will walk around from group to group to make sure that they are learning the bones and to answer any questions. This is strictly a study day. At the end of the period I will tell them that they will have a quiz on Friday (their next class period) on the bones. I will tell them that they do not need to know spelling because they will have word bank but they do need to know all of the bones.

Materials/Resources Needed:
- Mr. Bones
- Body Systems Book
- Paper and Markers for body drawing
- Yellow study sheets
- Bones Skeletal system
- Station Instructions (Attached)

#### STATION ONE

#### INDIVIDUAL STUDY TIME

1. **Sit down and take out your yellow skeletal study sheet.**

2. **Look over the 22 bones that you will need to know for the skeletal quiz and body systems test.**
3. Ask others students in your group if they have any helpful study tips for remembering the bones.

STATION TWO
GAME SHOW

1. Select one person quickly to be your game show host.

2. They will stand in front of the group with their yellow study guide.

3. The host will say a bone and the “players” will quickly point to the bone.

4. The first player to touch the correct bone will be given a point from the host.
5. PLAY UNTIL TIME HAS RUN OUT.

STATION THREE
MR. BONES

1. IT IS NOW STUDY TIME WITH MR. BONES.

2. LOOK AT MR. BONES AND PALPATE (TOUCH) THE 22 BONES YOU WILL NEED TO KNOW FOR THE TEST.

3. MAKE SURE THAT EVERYONE IS GETTING A CHANCE TO TOUCH MR. BONES.

4. BE CAREFUL WHEN TOUCHING MR. BONES, HE IS FRAGILE AND WILL BREAK IF YOU ARE ROUGH WITH HIM.
STATION FOUR
LIFE SIZE PORTRAITS

1. CHOOSE ONE PERSON FROM YOUR GROUP TO BE TRACED ON THE PIECE OF PAPER.

2. TRACE THIS PERSON ONTO THE PAPER NOW.

3. USE THE MARKERS TO DRAW IN THE BONES ON THE BODY (COPY DIAGRAM ON YELLOW STUDY SHEET).

4. LABEL THE BONES.

5. DO NOT LET ONE PERSON DO ALL THE WORK, THIS IS A GROUP PROJECT. EACH PERSON SHOULD GET TO DRAW AND LABEL AT LEAST 2-3 BONES.
1. Sit down as a group with the book.

2. This is extra information for you to learn about bones, you will not need to know all of it for the test.

3. Take turns reading the four skeletal pages.

4. The body systems inside the book will break, so, make sure you are extra careful when passing the book around.