



# LESSON PLAN

## TITLE: THE HUMAN SKELETON

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**GRADE:** 3<sup>rd</sup> grade Primary Education

### LEARNING INTENTIONS:

At the end of our lesson we want that our pupils learn to:

- Identify vertebrate and invertebrate animals
- Use the name of some bones of the skeleton
- Argue how useful is the skeleton for them
- Realize the properties of bones (hard and rigid)
- Value the function of protecting the vital organs
- Evaluate the skeleton supporting our bodies

**STRUCTURE:** We are going to follow the different stages:

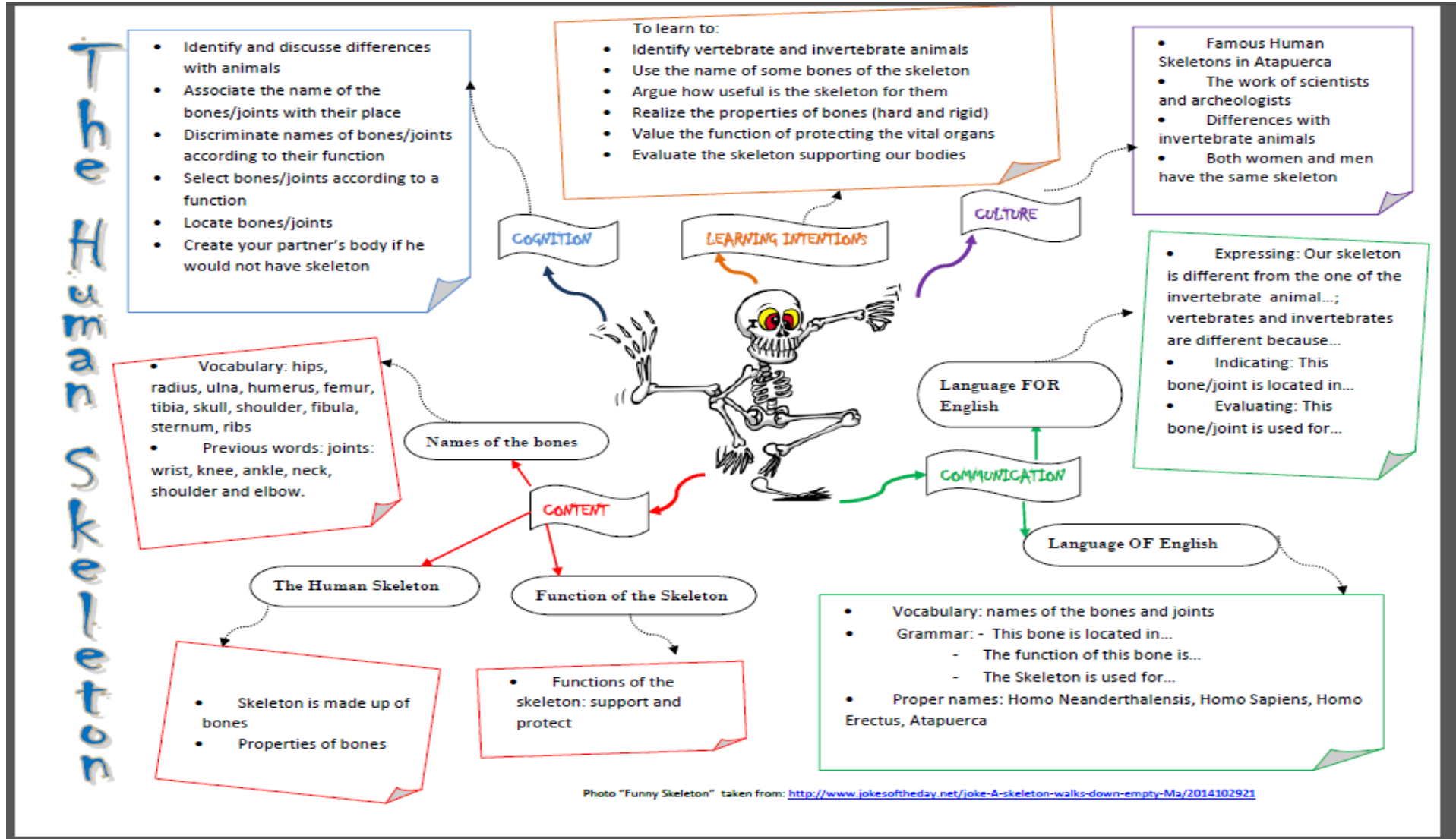
- 1) Tuning in
- 2) Finding out
- 3) Sorting out
- 4) Reflection
- 5) Assessment

### CONTENTS

- Vocabulary: hips, radius, ulna, humerus, femur, tibia, skull, shoulder, fibula, sternum, ribs
- + Previous words: joints: wrist, knee, ankle, neck, shoulder and elbow.
- Structures: skeleton is made up of bones
- Properties of bones
- Functions of the skeleton: support and protect

# MINDMAP

<https://mediateca.educa.madrid.org/otros/s7y51770ouqazqsj>



## 1) Tuning in

<https://mediateca.educa.madrid.org/otros/ogenlyj2yysj77rb>

**1.1** To introduce this lesson and motivate the pupils towards the topic, we are going to propose different activities to make the children think about the differences and similarities between humans and some animals.

First of all, we will show a picture of a girl together with a picture of a butterfly. The children have to say similarities and differences between them.

Secondly, we will show four pictures of animals: a whale, a turtle, a butterfly and a bird. The activity in this case will be to think about which one is the odd one out and why. They should realise that the butterfly is the only one with no skeleton inside: it is an invertebrate. The others have a skeleton inside: they are vertebrates.

Finally, we are going to show several animal skeletons, and they will try and guess the animal. The last ones refer to the human skeleton, which is our topic for today.

### **1.2** Skeleton shake

We sing a song with gestures to start moving our skeleton

Skeleton bones, united  
Humerus down, humerus down  
Femur up, femur up  
Skeleton shake, skeleton shake  
Stop.

Link to Mediateca Comunidad de Madrid

<https://mediateca.educa.madrid.org/video/b7pka6fnymjeytsj>

## 2) Finding out

Small groups of six people.

We are going to use a TPS activity to name the main bones and joints, locate them, think and share their opinions of the different functions with an example related to their own experience: to kick a ball, to protect my brain, to move my arms, to dance and whatever they can imagine.

Clues: yellow boxes for joints as review previous language.

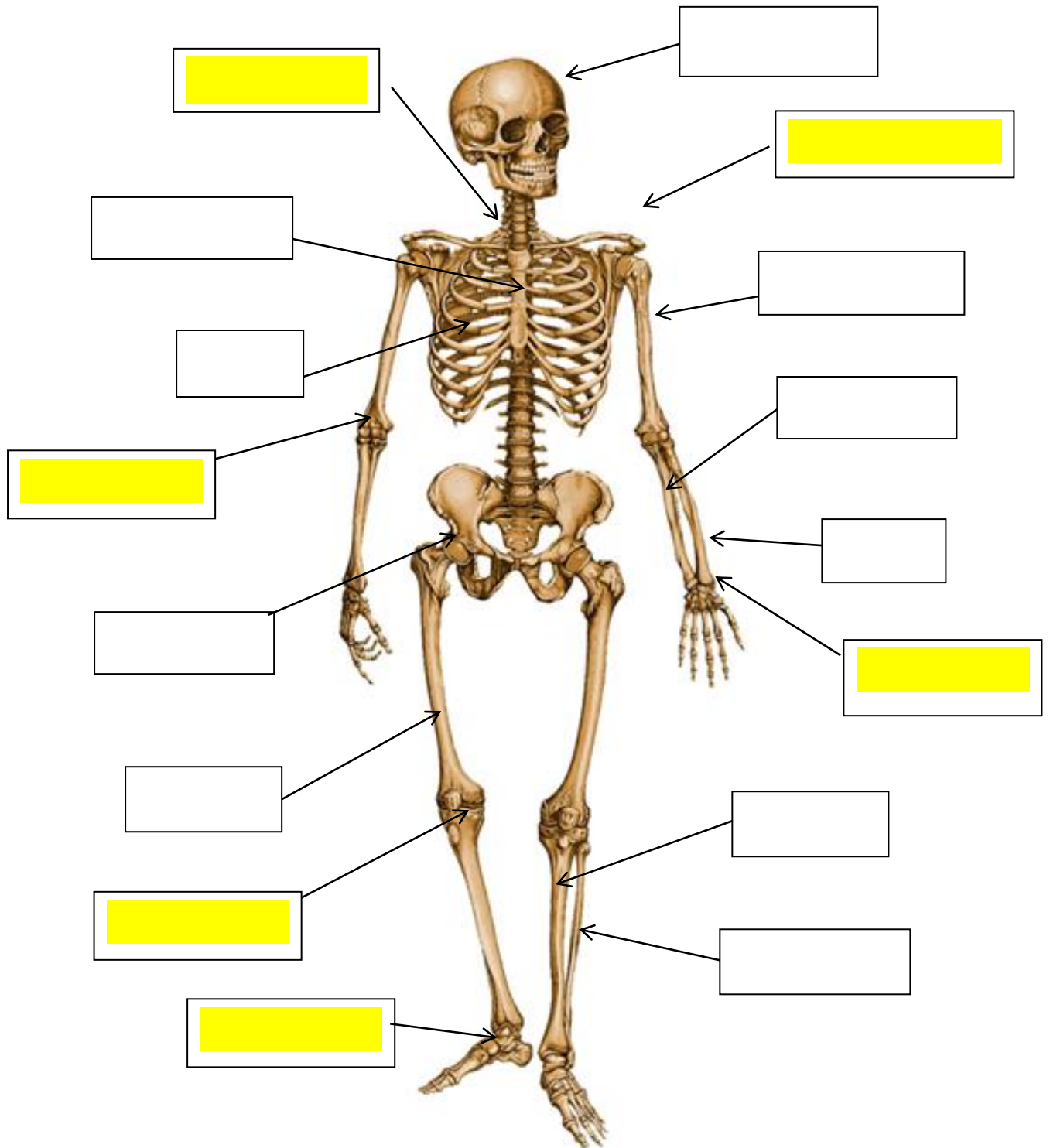
T: Thinking and individual process. Try to match the wordcards to the boxes.

P: Work with your partner in order to check if you agree with the answers, and if not, try to reach an agreement.

S: Share with the rest of the group your answers to check again and then create sentences cooperating with each other. We will give them some prompts, like:

1. When I dance I move my..... (hip hop)
2. My heart and lungs are protected by..... (yummy, yummy)
3. A famous bone that footballers break very often .....
4. Giraffes have them very very long
5. Your longest bone
6. Thanks to this you bend your arm
7. Your watch is close to.....
8. Neighbour bones between the hand and the elbow ..... and .....

## LABEL THE HUMAN SKELETON



HIPS	RADIUS	ULNA	HUMERUS	FEMUR	TIBIA
SKULL		FIBULA	STERNUM	RIBS	
KNEE	NECK	ANKLE	ELBOW	WRIST	SHOULDER

### **3) Sorting out**

**3.1** At this stage the pupils have to put into practice all the knowledge they have acquired at the finding out.

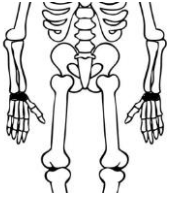
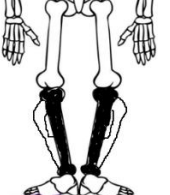
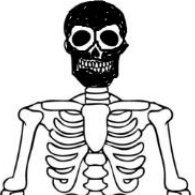
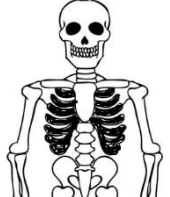


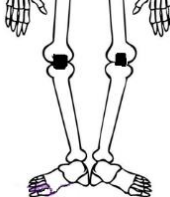
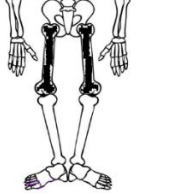
They have a problem they have to solve. They get a worksheet (see below) with four columns. They have to match the number, the name of the bone, the image and the explanation. They work using the TPS technique.

### **3.2 Dramatizing**

The teacher starts telling a story using parts of the body we have to use. All the pupils have to sit down in a circle. The teacher gives every pair or three the name of a bone. The teacher tells a story (see below). They have to move over very quickly when they hear the bone. All of them have to move over when the teacher says: show me your body language.

<https://mediateca.educa.madrid.org/video/l6g18eqguutu4jpo>

# The human skeleton

1		the long bone between the shoulder and elbow in an arm	Ribs
2		the joint between the upper and lower parts of a human leg	Tibia
3		the bony framework of the head and face that protects the brain	Femur
4		the part of the body that connects the head with the body	Skull
5		the bone of the human leg between the knee and the ankle	Humerus
6		the joint between the arm and hand	Neck
7		one of the set of bones that curve from the spine around the chest of a person	Knee
8		the longest bone in the leg, extending from the pelvis to the knee	Wrist

## A story about your body

- We use body to communicate. For example, if I am Tarzan, I hit my ribs



and shout: Aaaauaua to identify myself. In Hallowe'en some people



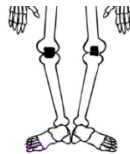
wear skull masks and skeleton dressing-up and I say: **show me your**

**body language.** Spanish dancers use their wrists



to dance flamenco

and the bishop uses his knees



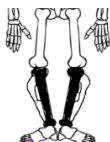
to pray to God. Say yes with your head.

Ohhh, you are moving your neck



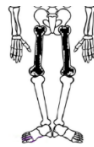
. **Show me your body**

**language.** In Atapuerca scientists and archeologists have found in tombs



the tibiae

and femurs



of our ancestors. **Show me your body**

**language.** Humerus



up, humerus down. **Show me your body language.**

Now, the pupils can be encouraged to say one sentence and continue the story for a while.



#### **4) Reflection**

In groups, the pupils will discuss about the following questions:

**4.1** Imagine that you and your partners would not have any bones.

What would it happen?

What things could you do?

What things couldn't you do?

**4.2** Imagine your partner's physical appearance and draw him/her

## 5) Assessment

Technique: Back to the kucha

Grouping: The whole class

Rules: Nobody can touch or point to their own bones.

Materials: Skeleton floor Puzzle

We have used two activities from our class and we have adapted and created a new one

Description: The first person to participate could be a volunteer or chosen randomly. He/she has to sit back to the board and the first time the teacher takes a piece of the puzzle and show to the rest of the pupils.

Then the rest of them say different clues in turns and the kid on the chair has to guess.

Once the kid guessed the piece they have to start forming the skeleton on the floor.

Link game to Mediateca Comunidad de Madrid

<https://mediateca.educa.madrid.org/otros/9ndpf2m5lsqxocq>

Link video in class Mediateca Comunidad de Madrid

<https://mediateca.educa.madrid.org/video/dxguihm9o5rxean7>