

Physical
Life
Earth and Space

LESSON 49

Identifying the function of the skeletal system Identifying bones in the skeletal system

Lesson Preparation

Program Materials

- Lesson Chart 49 (see website *Teacher Links*)
- Science Word Wall cards (see inset)
- Children's Booklet E *Discovering What Is Inside Our Bodies* (pp. 4 and 5)
- Lesson Review 49

Teacher Collected Materials

- Red, green, purple, blue, and orange colored pencils (1 each per child)

Science
Word Wall

bones

skeleton

cranium

mandible

ribs

spine

femur

The Lesson

"In our last science lesson, we read about parts of our bodies."

"What is one part of our bodies we read about?" *bones, organs, muscles, blood, nerves*

- Repeat until all parts are named.

"Today you will learn more about the bones in your body."

- Show children the word card **bones**.

"This is the word 'bones.'"

- Say the word "bones" with the children.

"All of the bones in your body make up your skeleton."

- Show children the word card **skeleton**.

"This is the word 'skeleton.'"

- Say the word "skeleton" with the children.

“Let’s read about your skeleton.”

- Distribute the children’s booklets *Discovering What Is Inside Our Bodies* and red, green, purple, blue, and orange colored pencils.

“Open your booklet to page 4.”

“Point to the words in the title as we read it together.”

- Read the title “Your Skeleton” with the children.

“Look at the picture on page 5.”

“This picture shows the bones in a human body.”

“Let’s find out how many bones you have in your body and what your bones do.”

“Put your finger on the number 1 on page 4.”

“Now point to the words as I read paragraph 1.”

- Read the following to the children as they follow along.

You have 206 **bones** in your body. These bones make up your **skeleton**. Your bones allow you to stand. Your bones also protect the organs inside your body.

“How many bones do you have in your body?” 206

“What do your bones do?” allow you to stand, protect your organs

“Do you have bones in your head?” yes

“Let’s read and find out about the bones in your head.”

“Put your finger on the number 2.”

“Now point to the words as I read paragraph 2.”

- Read the following to the children as they follow along.

The bones in your head make up your skull. The bones in your skull that protect your brain are called the **cranium** (krā-'nē-əm). The bone in your skull that moves when you talk and chew food is called the **mandible** (mă'n'də-bəl).

“What are all the bones in your head called?” skull

“What are the bones in your skull that protect your brain called?” cranium

- **Teacher Note:** There are 22 bones in the skull. Eight of the bones make up the cranium, and 14 are the facial bones. One of the facial bones is the mandible. All bones in the skull are linked by fixed joints except the mandible.

“Feel the bones in your cranium.”

- Show children the word card cranium.

“This is the word ‘cranium.’”

- Say the word “cranium” with the children.

“Point to the boldfaced word ‘cranium’ in paragraph 2.”

“Use your red colored pencil to circle the word ‘cranium.’”

- Circulate and check the children’s booklets.

“Look at the picture of the skeleton on page 5.”

“Point to the cranium in this picture.”

- Circulate and check to see where children are pointing.
- Project Lesson Chart 49.

“I am going to write the word ‘cranium’ on my chart on the line pointing to the cranium.”

“Would someone like to spell the word ‘cranium’ while I write the word on the line pointing to the cranium?”

- Ask a child to spell “cranium” as you write the word ~~cranium~~ in red on the lesson chart.

“Use your red colored pencil to write the word ‘cranium’ on the line pointing to the cranium.”

- Circulate and assist children as they do this.

“Which bone helps you talk and chew?” *mandible*

“Feel your mandible.”

- Show children the word card mandible.

“This is the word ‘mandible.’”

- Say the word “mandible” with the children.

“Point to the boldfaced word ‘mandible’ in paragraph 2 on page 4.”

“Use your green colored pencil to circle the word ‘mandible.’”

- Circulate and check the children’s booklets.

“Look at the picture of the skeleton on page 5.”

“Point to the mandible in the picture.”

- Circulate and check to see where children are pointing.

“Would someone like to spell the word ‘mandible’ while I write the word on the line pointing to the mandible?”

- Ask a child to spell “mandible” as you write the word **mandible** in green on the lesson chart.

“Use your green colored pencil to write the word ‘mandible’ on the line pointing to the mandible.”

- Circulate and assist children as they do this.

“Do you have bones in your chest and back?” *yes*

“Let’s read and find out about these bones.”

“Put your finger on the number 3 on page 4.”

“Now point to the words as I read paragraph 3.”

- Read the following to the children as they follow along.

The bones you feel in your chest are called **ribs**. Your ribs protect your heart and lungs.

“What are the bones in your chest called?” *ribs*

“What do your ribs do?” *protect your heart and lungs*

“Feel your ribs.”

“You can also feel your ribs on the sides of your chest and in your back.”

“See if you can feel your ribs there.”

- **Teacher Note:** A small percentage of humans have an extra rib for a total of 207 bones. An infant has about 300 bones at birth. As a child grows, 94 of these bones fuse with other bones.

- Show children the word card **ribs**.

“This is the word ‘ribs.’”

- Say the word “ribs” with the children.

“Point to the boldfaced word ‘ribs’ in paragraph 3.”

“Use your purple colored pencil to circle the word ‘ribs.’”

- Circulate and check the children’s booklets.

“Look at the picture of the skeleton on page 5.”

“Point to the ribs in this picture.”

- Circulate and check to see where children are pointing.

“Would someone like to spell the word ‘ribs’ while I write the word on the line pointing to the ribs?”

- Ask a child to spell “ribs” as you write the word **ribs** in purple on the lesson chart.

“Use your purple colored pencil to write the word ‘ribs’ on the line pointing to the ribs.”

- Circulate and assist children as they do this.

“You have bones down the center of your back called your spine.”

“Let’s read about your spine.”

“Put your finger on the number 4 on page 4.”

“Now point to the words as I read paragraph 4.”

- Read the following to the children as they follow along.

The bones down the center of your back make up your **spine**. Your spine supports your body. Each bone in your spine is called a vertebra (vûr'tə-brə). There are 33 vertebrae (vûr'tə-brā) in your spine.

“Your spine starts at your neck and goes down the middle of your back.”

“Bend over and feel the bones in your spine.”

- Allow time for the children to do this.
- Show children the word card spine.

“This is the word ‘spine.’”

- Say the word “spine” with the children.

“Point to the boldfaced word ‘spine’ in paragraph 4.”

“Use your blue colored pencil to circle the word ‘spine.’”

- Circulate and check the children’s booklets.

“Look at the picture of the skeleton on page 5.”

“Put your finger on the line pointing to the spine in the picture.”

- Circulate and check to see where children are pointing.

“The arrow is pointing to one vertebra in the spine.”

“Would someone like to spell the word ‘spine’ while I write the word on the line pointing to the spine?”

- Ask a child to spell “spine” as you write the word **spine** in blue on the lesson chart.

“Use your blue colored pencil to write the word ‘spine’ on the line pointing to the spine.”

- Circulate and assist children as they do this.

“Where do you think the smallest and largest bones in your body are?”

“Let’s read and find out.”

“Put your finger on the number 5 on page 4.”

“Now point to the words as I read paragraph 5.”

- Read the following to the children as they follow along.

Some bones in your skeleton are large and others are small. The largest bone in your body is in your upper leg. It is called the **femur** (fē'mər). The smallest bone in your body is in your ear. It is called the stapes (stā'pēz).

“Where is the smallest bone in your body?” *in the ear*

“What is it called?” *stapes*

“You can’t feel your stapes because it is inside your skull.”

“Where is the largest bone in your body?” *in the upper leg*

“What is it called?” *femur*

“Feel your femur.”

- Allow time for the children to do this.
- Show children the word card

| |
|-------|
| femur |
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“This is the word ‘femur.’”

- Say the word “femur” with the children.

“Point to the boldfaced word ‘femur’ in paragraph 5.”

“Use your orange colored pencil to circle the word ‘femur.’”

- Circulate and check the children’s booklets.

“Look at the picture of the skeleton on page 5.”

“Point to the femur in this picture.”

- Circulate and check to see where children are pointing.

“Would someone like to spell the word ‘femur’ while I write the word on the line pointing to the femur?”

- Ask a child to spell “femur” as you write the word **femur** in orange on the lesson chart.

“Use your orange colored pencil to write the word ‘femur’ on the line pointing to the femur.”

- Circulate and assist children as they do this.

“You used different colors to help you identify bones in the picture.”

“These are not the real colors of your bones.”

“Let’s review what we learned during today’s science lesson.”

“Who would like to share something you learned in today’s lesson?”

- Allow time for the children to share.

“In our next science lesson, we will learn how our bones are joined together.”

- Collect the children’s booklets and colored pencils.
- Post the word cards **bones**, **skeleton**, **cranium**, **mandible**, **ribs**, **spine**, and **femur** on the Science Word Wall.

Lesson Review

- **Note:** Lesson reviews may be completed on the same day the lesson is taught or on the following day. If the lesson review is completed on the following day, reread to the children page 4 in the children’s booklet *Discovering What Is Inside Our Bodies*.
- Distribute Lesson Review 49.
- Read the title, directions, and first question to the children.
- Allow time for the children to answer the question. Circulate and assist children as they work.
- Repeat for the remaining questions.
- Collect and check the children’s papers. Review incorrect answers with individual children. Return the papers to the children to take home.

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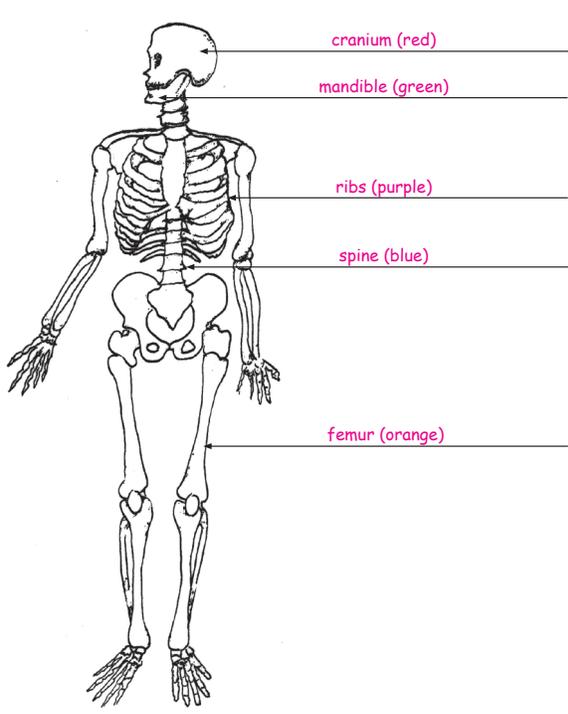
Your Skeleton

- You have 206 **bones** in your body. These bones make up your **skeleton**. Your bones allow you to stand. Your bones also protect the organs inside your body.
- The bones in your head make up your skull. The bones in your skull that protect your brain are called the **cranium**. The bone in your skull that moves when you talk and chew food is called the **mandible**.
- The bones you feel in your chest are called **ribs**. Your ribs protect your heart and lungs.
- The bones down the center of your back make up your **spine**. Your spine supports your body. Each bone in your spine is called a vertebra. There are 33 vertebrae in your spine.
- Some bones in your skeleton are large and others are small. The largest bone in your body is in your upper leg. It is called the **femur**. The smallest bone in your body is in your ear. It is called the stapes.

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Lesson 49

Your Skeleton



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Name _____ **Answer Key** _____

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Your Skeleton

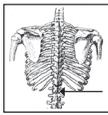
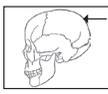
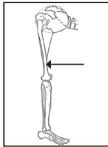
Fill in the circle next to the correct answer.

- How many bones are in the human body?
 A 100 B 206 C 36
- What do we call all the bones together in the human body?
 A skeleton B fingers C toes

Use a word from the Word Box to complete each sentence.

| | | |
|-------|-------|---------|
| spine | femur | cranium |
|-------|-------|---------|

- There are 33 vertebrae in your _____ .
spine
- The bones in your skull that protect your brain are called the _____ .
cranium
- The largest bone in your body is in your upper leg and is called the _____ .
femur

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