



Developed with Linda Roberts

Volume 4 | Gr. 3-7

# Human body Post-it<sup>®</sup> skeletons



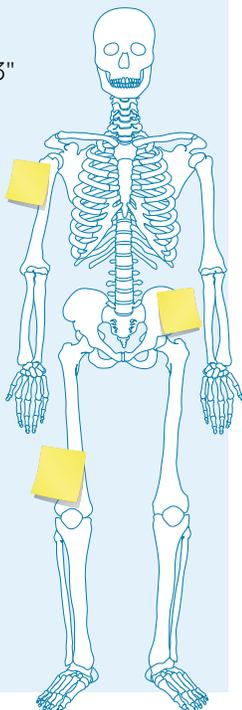
## Objectives:

*Students will...*

- Practice learning the names of the bones in their body
- Learn that the same bone can have more than one name
- Identify the bones in their body

## Materials list

- Post-it<sup>®</sup> notes (or 3" x 3" squares of paper)
- Masking tape (if not using Post-its<sup>®</sup>)
- Pencils
- Skeleton handout



## Activity

Each student will write the name of one bone from the handout on a Post-it<sup>®</sup> or 3" x 3" paper square. The student should write the common name and the medical name (e.g., upper arm bone/humerus). If using squares of paper, place a piece of masking tape on each piece. Each student will stick the Post-it<sup>®</sup> or paper squares with the bone names to the correct places on their body.

A same-sex partner will check to see if they are correctly placed. The partner will write down the number correct/number of bones.

## Follow-up

Have students study the names of the bones on the handout with a partner. Give each student an unlabeled picture of a skeleton with a word bank. Students will individually fill in the correct names of the bones.

## Assessment

Teacher observation, written work, cooperation, handling of materials.

# Check out these other great skeletal products



## Human Skeleton Playing Cards

Learn the name of every bone in the human body. Each card illustrates one or two bones, features vivid color for easy recognition, lets you view the bone up close, and gives the name of the bone in English, French, and Spanish. Two cards illustrate the bone structure and two jokers serve as an index to every bone in the body.

**SB45078**



## Roylco® True-to-Life Human X-Rays™

Hold these life-sized human X-rays up to the light or put them on a light table to see every authentic detail of a real skeletal system. Arrange the 18 pieces together to reproduce the entire skeleton that is 5' tall.

**SB40317**

## Economy 33½" Skeleton

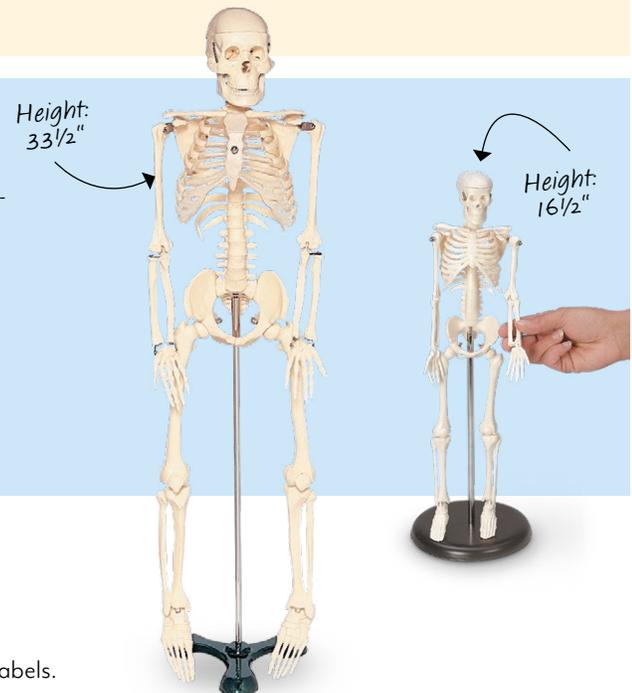
Plastic skeleton on a heavy metal stand. This economical teaching skeleton is wired for natural movement and features a removable skull with the calvaria cut. Miniature springs hold the mandible in place to demonstrate TMJ problems. Tiny screws hold arms and legs in position so you can bend the extremities in all directions.

**SB22564**

## 16½" Desktop Skeleton

An economical, 16½" skeleton that is ideal for individual or classroom study. Constructed of unbreakable plastic, it features a mobile jaw on springs, removable arms and legs, a skull that is cut and removable, and a black plastic display stand. Includes key card.

**SB22563**



## SEL Power-Up Reflection

Suggested questions for an SEL-focused discussion after you finish your labels.

### GROUP REFLECTION

1. How does knowing our bones help understand our health?
2. What causes bone problems in people?
3. How do we handle broken bones?
4. Is it easy or hard to rely on other people for help? Why?
5. How does knowing how we feel when we need other peoples' help change how you might think about helping other people?
6. What does it mean when someone says "grow a backbone" or "you're spineless?" Do you think these are positive or negative comments? Why or why not?
7. Research has been done to show that bones tell a story about your life. Everything you do can be found in and on your bones. If your bones could tell a story about your life, what do you think they would say? Why?

### SELF-REFLECTION

1. Was I honest with myself as I worked through these prompts?
2. How did I feel as I worked on this project?
3. What role does science play in my life?

