



BONES 2: “*The Bone Zone*” First Grade

WELCOME!!

MORE HEALTH is going to look a little different this school year. We are very excited to continue to offer you our health and safety lessons via a live virtual platform. Our instructors have been preparing and working hard to bring you the fun, interactive, and engaging lessons you have come to expect and rely on for over 30 years. Because things will look a little different this year, I urge you to read through this pre-packet thoroughly. As always, if you need further assistance please don't hesitate to reach out to us directly. Along with this pre-packet, you will find the necessary materials you will need to assist in student learning. If you would like to access this pre-packet virtually, use the instructions below.

Online Teacher Resources

- **The MORE HEALTH website is equipped with a classroom Teacher section.**
In this section you have the capability to access pre and post-visit activities, vocabulary words, and in many cases pre and post-visit videos. **Books will not be sent for the school year 2020-2021.**
- **To access the Teacher section - visit morehealthinc.org,**
The teacher section is located at the top of the home page.
Click on “teacher” and find the MORE HEALTH lesson you need.
- **Password: resources**

Material Aids for Lesson

- Laminated Bones used for construction of a skeleton (**handed out to students during lesson**)
- Complete Skeleton Teacher Guide (included in pre-packet (page 7) for construction of skeleton during virtual lesson)

Take Home Materials for Students

- Parent Letter
- MORE HEALTH Newsletter
- Mr. Bones Coloring Sheet

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Pre-Visit Activities

1. Introduce the word “skeleton”. Tell the students that they are going to begin to study one of the most important parts of the human body, their skeleton. It is the part that is inside them that gives them their shape and supports their bodies for life.
2. Follow the directions on the cover page to access the video: *How Bones Work* (5:10 minutes) <http://kidshealth.org/en/kids/ssmovie.html?WT.ac=ctg#catmovies>
If time permits, there are activities and a quiz associated with the video on the website.
3. Review enclosed Vocabulary. Students do not need to have a working knowledge of the terms, rather a beginning familiarity.

Suggested Post-Visit Activities

1. Have students make posters or a bulletin board of foods and activities (i.e., exercise, sports, etc.) that are good for building strong, healthy bones. They could cut out pictures of the foods or draw their own pictures. This activity could be followed by students keeping a Calcium, Vitamin D, and Exercise diary.
2. Students can interview their P.E. coach about what activities are weight bearing and bone building and how they can set a goal to participate in weight bearing exercises.
3. Students can trace their hands onto a sheet of paper and draw in their bones.
4. Visit www.superkidsnutrition.com for additional activities educators and parent information.
5. **Recommended Reading (NOT REQUIRED)** Read to the class: A Book about Your Skeleton by Ruth Belov Gross. Tell the students to listen carefully to find out how many bones are in their skeleton. The answer is in the book (206 bones in the human skeleton). As a follow-up have students write the numeral 206 and the words two hundred six.

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Vocabulary

1. **absorb_v** to take in and make a part of itself
2. **alcohol_n** the substance in whiskey, beer, and wine that slows down bone growth
3. **bone_n** any of the hard pieces that are joined together to form the skeleton of a person or animal; living tissue made up of calcium
4. **caffeine_n** a substance found in coffee, tea, cola drinks, and chocolate; can cause loss of calcium
5. **calcium_n** a mineral that is needed in the diet to build strong bones and teeth
6. **dairy foods_n** foods that are high in calcium like milk, cheese, yogurt, and ice cream
7. **disease_n** a condition of not being healthy; sickness, illness
8. **exercise_n** active use of the body in order to make it stronger and healthier
9. **fortify_v** adding vitamins and minerals to food
10. **helmet_n** a hard covering to protect the head
11. **joint_n** a place where two bones are joined, usually so they can move
12. **lazy_{adj}** slow or sluggish, not willing to work or exercise
13. **muscle_n** the tissue in an animal’s body that can be stretched or tightened to move the parts of the body

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14. **organ_n** a part of the body that has a special purpose (heart, lungs, liver)
15. **ribs_n** the curved bones that are attached to the backbone and reach around to form the chest
16. **safe_{adj}** free from harm or danger
17. **skeleton_n** the framework of bones of a body
18. **skull_n** the bony framework of the head, that encloses and protects the brain
19. **smoking_v** the act of taking in the smoke from a cigarette, cigar, etc.; causes bone loss
20. **vital_{adj}** absolutely necessary or important
21. **vitamin D_n** a vitamin that works with calcium in the diet to build strong bones
22. **X-ray_n** an invisible ray that can go through solid substances; used to study the bones and organs inside the body

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Goals:

1. Students will have a working knowledge of the skeletal system.
2. Students will recognize that skeletal injuries can be prevented.

Objectives:

1. Students will gain a basic understanding of the skeletal system through the use of Mr. Bones and disarticulated bones.
2. Students will be able to explain that Calcium, Vitamin D, and Exercise help them build strong bones.
3. Students will be able to list smoking, caffeine, alcohol, and lack of exercise as causes of “bad”/weak bones.
4. Students will be able to explain the importance of protecting their bones with the proper equipment (e.g., helmets).

Standards:

The student will...

- HE.1.B.5.1 describe situations when a health-related decision can be made individually or when assistance is needed.
- HE.1.B.5.2 identify healthy options to health-related issues or problems.
- HE.1.B.5.3 explain the consequences of not following rules/practices when making healthy and safe decisions.
- HE.1.C.1.1 identify healthy behaviors.
- HE.1.C.1.3 describe ways to prevent common communicable diseases.
- HE.1.C.1.4 identify ways to prevent childhood injuries in the home, school, and community settings.
- HE.1.C.1.5 identify the correct names of human body parts.
- HE.1.C.2.4 recognize health consequences for not following rules.
- HE.1.P.7.1 tell about behaviors that avoid or reduce health risks.
- HE.1.P.8.1 encourage others to make positive health choices.
- LAFS.1.L.3.4 determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- LAFS.1.RL.1.2 retell stories, including key details, and demonstrate understanding of their central message or lesson.

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- LAFS.1.RL.3.7 use illustrations and details in a story to describe its characters, setting, or events.
- LAFS.1.RL.3.9 compare and contrast the adventures and experiences of characters in a story.
- LAFS.1.SL.1.2 ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- LAFS.1.SL.1.3 ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- LAFS.1.W.3.8 with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- PE.1.L.3.6 identify the health benefits of physical activity.
- PE.1.L.4.2 identify the components of health-related physical fitness.

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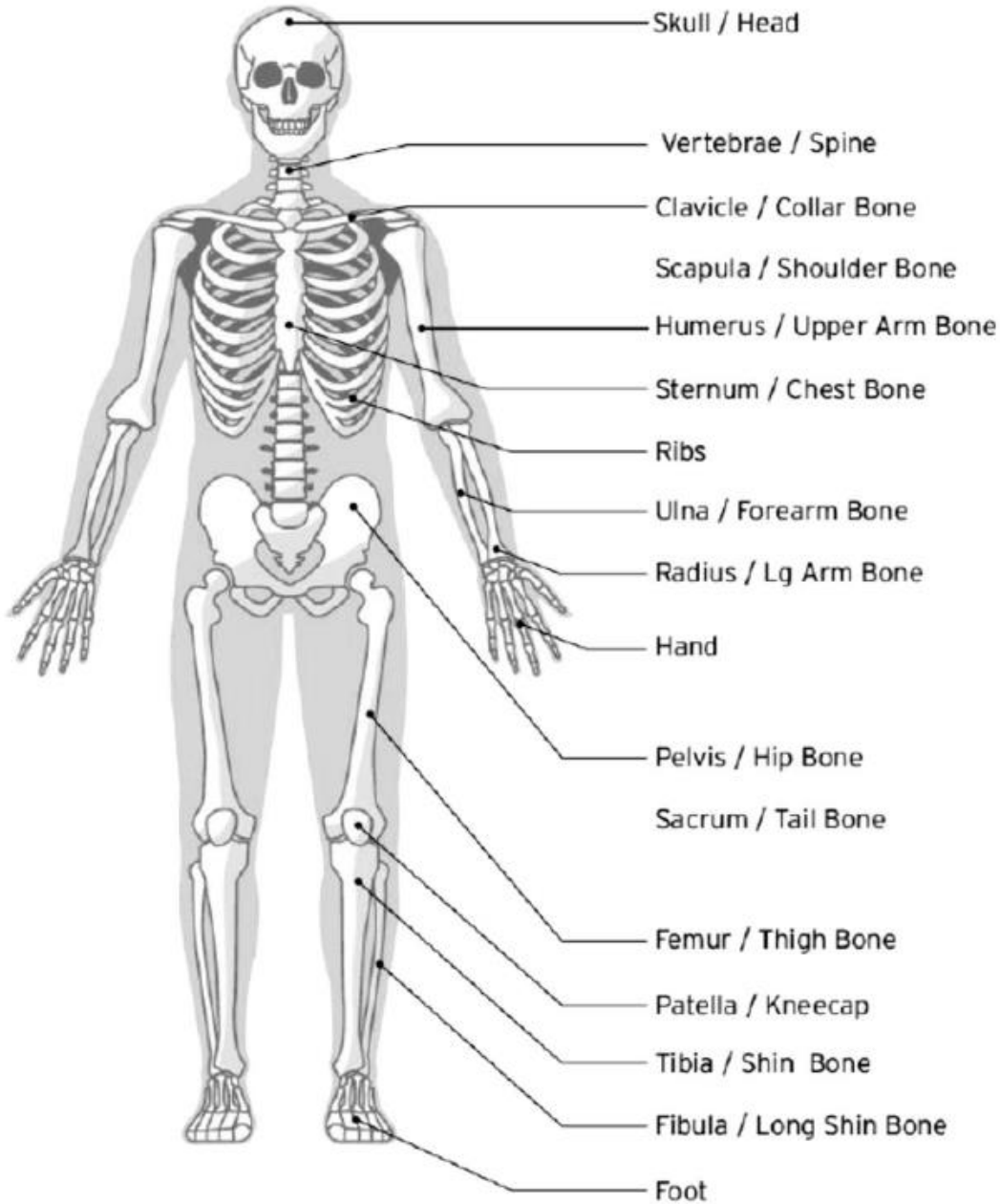


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BONES 2: “The Bone Zone”
First Grade

Complete Skeleton Teacher Guide



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