**You’ve Gotta Move Supplemental Lessons**

**Mr. Jones (Get the Bones on the Phone)**

Grade Level 3rd

Competency SCIENCE

2. Explore the components in living systems. (L)

Objectives g. Understand the functions of the skeletal system and label major bones of the human body.

Content Strand Life Science

Integrated Subject Area(s) Visual Arts, Performing Arts/Dance

Duration 35 minutes

Materials Paper plates, YGM skeleton templates, pack of split brass fasteners scissors, hole punch

Description **Put in “You’ve Gotta Move” DVD Mr. Jones**

**Activity: Skeleton Connection**

Print out the YGM Skeleton templates. Working in Groups, have students trace the templates onto the paper plates and cut out, students then work to connect the bones to form a complete skeleton, using the hole punch and fasteners. This activity could also be a great completion between groups, to see who could build the skeleton the quickest.

Assessment Teacher assesses students’ ability to correctly identify different bones in the human skeleton, ability to follow directions, and team work skills

Integrated Subject Area(s) Visual Arts

Competencies and Objectives 3. Know how to use various media, techniques, and processes to create different effects in works of art. (CP)

a. Demonstrate ability to choose techniques, media, and processes to achieve intended effect.

Performing Arts/Dance

1. Acquire a basic understanding of movement skills with increasing proficiency. (CP, CA, C)
You’ve Gotta Move Supplemental Lessons

a. Employ proper alignment in weight transfers while performing movement.

c. Show a variety of combinations of basic motor skills and locomotor movement.
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Mr. Jones (Get the Bones on the Phone)

Grade Level 4th

Competency SCIENCE

2. Explore the interactions of components in living systems. (L)

Objectives

a. Identify parts and basic functions of various body systems (circulatory, respiratory, digestive, skeletal and nervous systems)

Content Strand Life Science

Integrated Subject Area(s) Performing Arts/Dance

Duration 35 minutes

Materials YGM Healthy Bones cards, scissors, crayons

Description Activity: Strong Bones, Weak Bones Game

Directions: Explain to students that some food help make our bones strong, while others can make them weak. Review with students the differences, (using the matching cards) Cut out the cards, have students color them in (optional) Then place the cards upside down on the floor, and have students match the good for your bones foods and drinks with other good for you; the same goes for the bad for your bones substances. For example: a student flips over a card that has milk on it, if the next card has broccoli on it then she can remove the card. However if the card has a shaker of salt, they are both flipped back over and the next student picks. Whoever removes the most cards wins. This is best played with groups of two – four students.

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Assessment

Teacher assesses students’ ability to correctly identify healthy food, students’ memorization skills, ability to follow directions, and team work skills

Integrated Subject Area(s) Performing Arts/Dance

Competencies and Objectives

1. Acquire a basic understanding of movement skills with increasing proficiency. (CP, CA, C)

a. Employ proper alignment in weight transfers while performing movement.

c. Show a variety of combinations of basic motor skills and locomotor movement.
Mr. Jones (Get the Bones on the Phone)

Grade Level: 5th

Competency: SCIENCE

2. Explore the interactions of components in living systems. (L)

Objectives:

a. Identify parts and basic functions of various body systems (circulatory, respiratory, digestive, skeletal and nervous systems).

Content Strand: Life Science

Integrated Subject Area(s): Visual Arts

Duration: 35 minutes

Materials: YGM Healthy Bones skeleton puzzle, scissors, card stock paper

Description:

**Activity: Bones Skeleton Puzzle**

Directions: hand out print outs of healthy bones skeleton puzzle and a piece of cardstock paper. Have students glue puzzle on top of cardstock and cut out puzzle pieces. Then have students swap puzzle pieces and race to complete the puzzle. As a follow up – students can label the bones in the puzzle.

**Put in “You’ve Gotta Move” DVD Mr. Jones**

Assessment: Teacher assesses students’ ability to place bones in correct order, label bones, students’ memorization skills, ability to follow directions, and team work skills

Competencies and Objectives:

3. Use basic skills to apply the elements and principles of design through media, techniques, and processes to communicate ideas, actions, and emotions. (CP)

Objectives:

a. Create a work of art that expresses a specific message.

b. Articulate the use of design principles to communicate ideas.

c. Identify and use symbols in own works and the work of others.

3. Increase knowledge and use of various media, techniques, and processes in creating different effects in works of art. (CP)
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a. Demonstrate the ability to competently manipulate two-dimensional and three dimensional media.

b. Examine a variety of art works and identify materials, techniques, and processes used to create them.

c. Plan and execute individual and group projects employing a variety of means to achieve different effects.