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# My Amazing Bones: A Skeleton Adventure!

## Materials Needed:

- Black construction paper (1 sheet)
- White school glue
- Cotton swabs (Q-tips), about 15-20
- Scissors (for adult use)
- White crayon or chalk
- A simple, child-friendly book about the human body or skeleton (e.g., "Skeleton Hiccups" by Margery Cuyler or "Dem Bones" by Bob Barner)
- Optional: A small plastic skeleton model or toy
- Device to play a song (e.g., phone or computer)

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## Lesson Plan Details

**Subject:** Science (Human Anatomy)

**Age Group:** 4-year-old

**Time Allotment:** 30-40 minutes

### 1. Learning Objectives

By the end of this lesson, the student will be able to:

- State that bones are inside our body and help us stand and move.
- Identify at least two major parts of the skeleton on their own body (e.g., skull, ribs).
- Create a simple model of a skeleton using craft materials.

### 2. Lesson Activities & Procedure

#### Part 1: The Wiggle & Giggle Introduction (5 minutes)

1. **Get Moving:** Start by playing the song "Dem Bones" (The Dry Bones). Sing and dance along, pointing to the body parts mentioned in the song (foot, leg, hip, etc.). This gets the child moving and introduces vocabulary in a fun, musical way.
2. **Ask a Big Question:** After the song, ask, "What do you think is inside your leg that makes it strong? What holds up your head?" Listen to their ideas, fostering curiosity. Explain that we have a strong frame inside us called a skeleton, made of bones!

#### Part 2: Bone Detectives (10 minutes)

1. **Read a Story:** Read a simple, engaging book about skeletons. As you read, point out the pictures

and use a friendly voice for any skeleton characters.

2. **Feel Your Bones:** Be a "Bone Detective" together. Say, "Let's find our bones!"
  - "Can you feel the hard part on top of your head? That's your **skull!** It protects your amazing brain." Gently tap your head and have them do the same.
  - "Now, gently press on the sides of your chest. Do you feel those lines? Those are your **ribs!** They protect your heart."
  - "Wiggle your fingers and toes. You have tiny little bones in there that help you wiggle and grab things!"
3. **Introduce the Skeleton's Jobs:** Use simple terms. "Our skeleton does two super important jobs! It helps us **stand up tall** (slouch down, then stand up straight) and it **protects** the soft parts inside us, like a superhero's armor!" If you have a model skeleton, use it to point out the skull and ribs again.

### Part 3: The "Q-Tip Skeleton" Creation (15 minutes)

1. **Set Up:** Give the student the black construction paper, glue, and a pile of cotton swabs. (*Adult prep: Cut a few cotton swabs in half to be used for smaller bones like fingers or ribs*).
2. **Create the Head:** Have the student glue one full cotton swab vertically on the paper for the spine. Then, they can leave the cotton part on another swab to be the head (skull) and glue it at the top of the spine.
3. **Build the Body:** Encourage the student to use the cotton swabs to create their own skeleton. There is no right or wrong way! Let their creativity lead. You can guide them by saying things like:
  - "Where should the ribs go to protect the heart?" (arranging swabs around the spine)
  - "How about some long leg bones so our skeleton can run?"
  - "Let's use these small pieces for the finger bones!"
4. **Finishing Touches:** Use the white crayon or chalk to draw a happy face on the skull. While the glue dries, admire their creation and talk about what part they built.

### Part 4: Skeleton Simon Says (5 minutes)

1. **Play the Game:** Play a quick round of "Simon Says" to reinforce the concepts.
  - "Simon says, tap your skull."
  - "Simon says, wiggle your finger bones."
  - "Simon says, gently touch your ribs."
  - "Simon says, stand up tall like your strong spine."
2. **Wrap-up:** End the lesson by asking, "What did we learn about today?" and "What do your bones help you do?" Display their Q-tip skeleton proudly!

### 3. Differentiation & Inclusivity

- **For Extra Support:** Use the white crayon to draw a very simple "stick figure" skeleton outline on the black paper first. The child can then trace the lines with glue and place the cotton swabs on top.
- **For an Extra Challenge:** Encourage the student to count the "ribs" they add. You could also introduce another bone name, like the spine (backbone), and have them create it with a long line of glue.

#### 4. Assessment (Informal)

Observe the child's participation and understanding through simple, informal checks:

- **Verbal Check:** Does the child attempt to use new vocabulary like "skull" or "ribs" during the activities?
- **Demonstration:** Can the child point to their head when you say "skull" during the "Simon Says" game?
- **Project Completion:** Did the child engage with the craft and successfully create a representation of a skeleton? The goal is participation and creative expression, not anatomical accuracy.

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