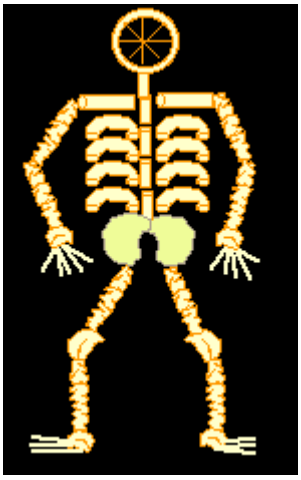
NATIONAL ASSOCIATION OF Museum Schools

School:	Ortega Elementary School	Author(s):	Riley, McAllister, Cruse, Cross
Lesson Title:	Pasta Skeleton	Grade Level(s):	2nd
Standard:	**SC.2.L.14.1** Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.	State:	Florida
Content Area:	Science	Time Duration:	60 Minutes
Learning Target:	How can we model the skeletal system and apply basic anatomy to art?	Materials:	an assortment of pastas, glue, black construction paper, address labels, skeleton diagram
Key Vocabulary:	skeletal system, bones, skull, skeleton, protect, joints, vertical, horizontal, rib cage, pelvis, location	Technology Connection:	

Engage Now: *Opening*	Have students observe their own bones with the sense of touch. Have a diagram of a skeleton to show students during discussion. Use the provided example as a group to construct a model skeleton, label it, and explain what bones do for the body.
Teach Now: *Mini Lesson*	Explore http://depts.washington.edu/bonebio/ . Pass out different skeletal diagrams for students to explore and discuss within groups. Discuss the shape of each bone on the skeleton diagram and how the skull protects the brain and the ribs protect the organs.
Explore Now: *Independent Practice*	Students will build pasta skeletons using black construction paper, glue that dries clear, and various types of dry pasta. Students will write the names of the bones on labels and add the labels to their diagrams in the appropriate places.
Closing:	Discuss what students have observed about bones (they are hard, they are in all parts of their bodies). Ask what we infer about what their bones do (they hold us up). Students will share their diagrams and explain which bones are represented.

Show Me Now: *Assessment*	Students' work will be examined for accuracy in labeling.
Differentiation Opportunities:	Students' will be given various parts of the skeletal system to create based on their ability. Selected parts will range in complexity from easy to more difficult.

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