

COUNTING BONES

<i>ARM BONES</i>		<i>LEG BONES</i>	
UPPER ARM	_____	UPPER LEG	_____
LOWER ARM	_____	LOWER LEG	_____
WRIST	_____	ANKLE	_____
HAND	_____	FOOT	_____
SUBTOTAL	_____	SUBTOTAL	_____
× 2		× 2	
TOTAL	_____	TOTAL	_____

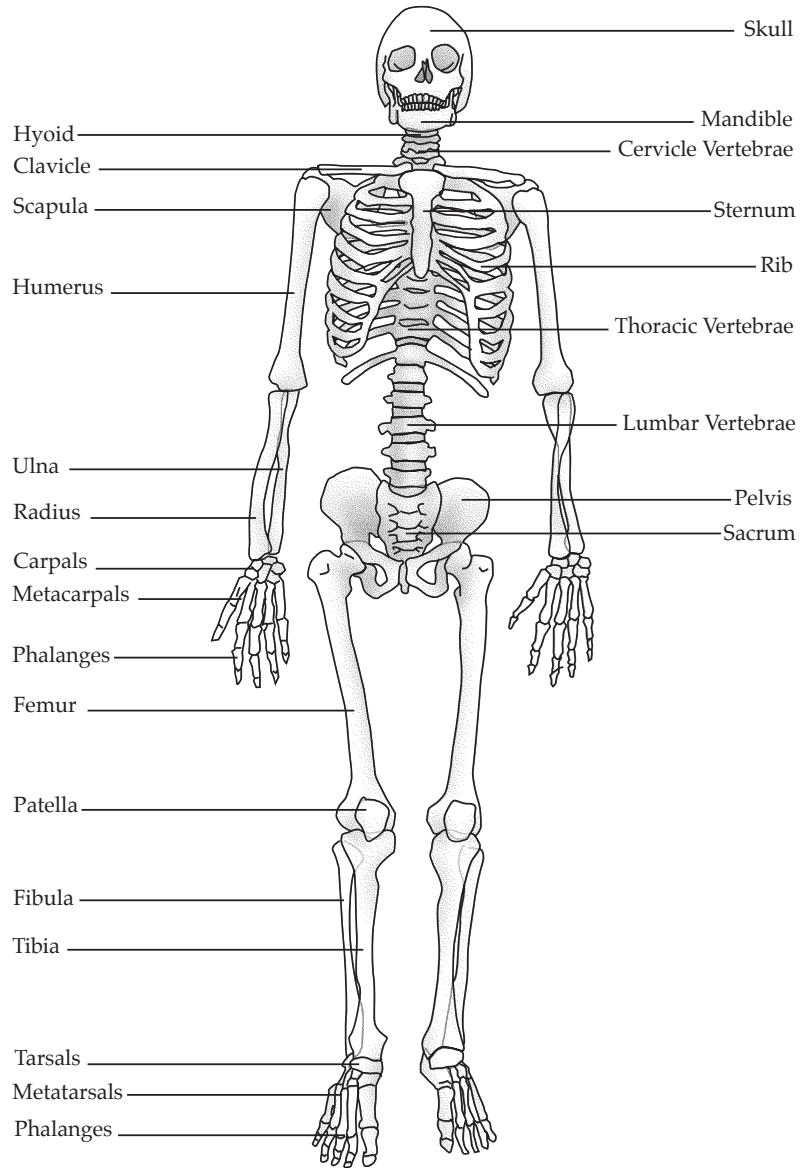
<i>SKULL BONES</i>		<i>TORSO BONES</i>	
FACE BONES	_____	SHOULDER BONES	_____
CRANIUM BONES	_____	BREAST BONES	_____
JAW BONES	_____	RIB BONES	_____
OTHER BONES	_____	BACK BONES	_____
INSIDE HEAD	_____	PELVIC BONES	_____
TOTAL	_____	TOTAL	_____

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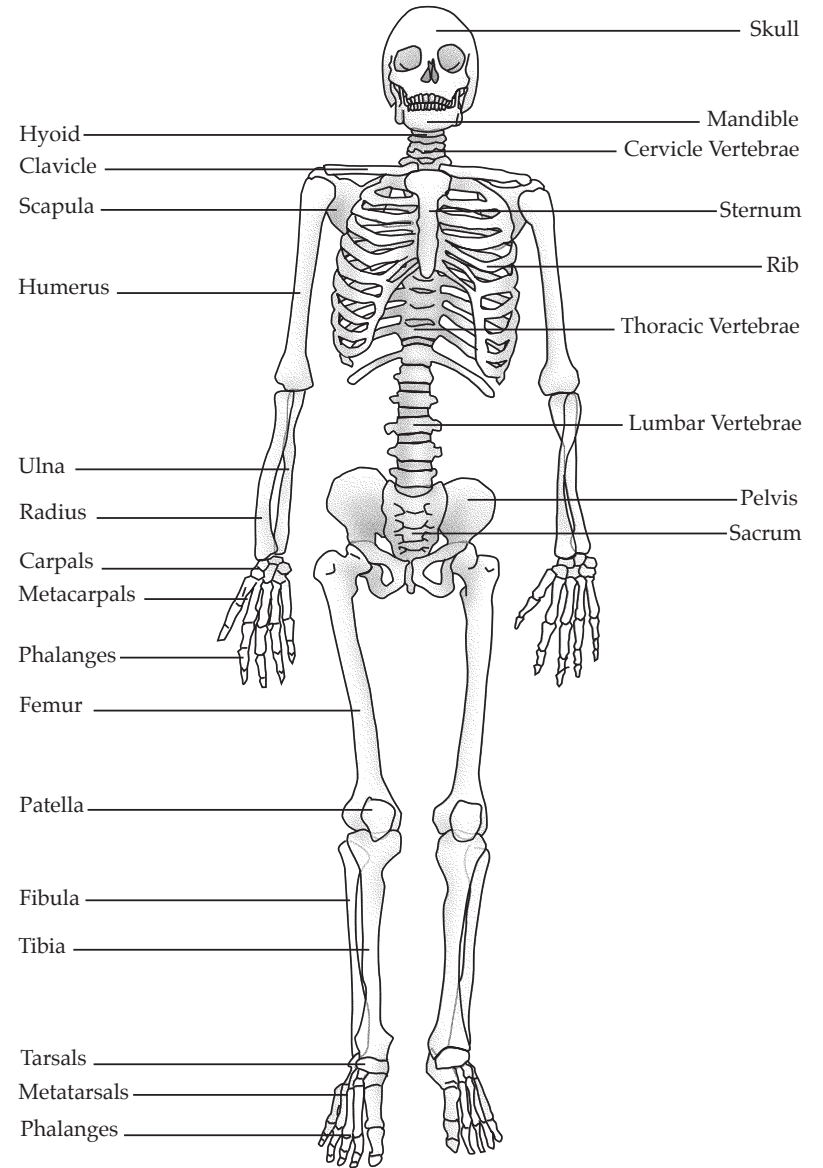
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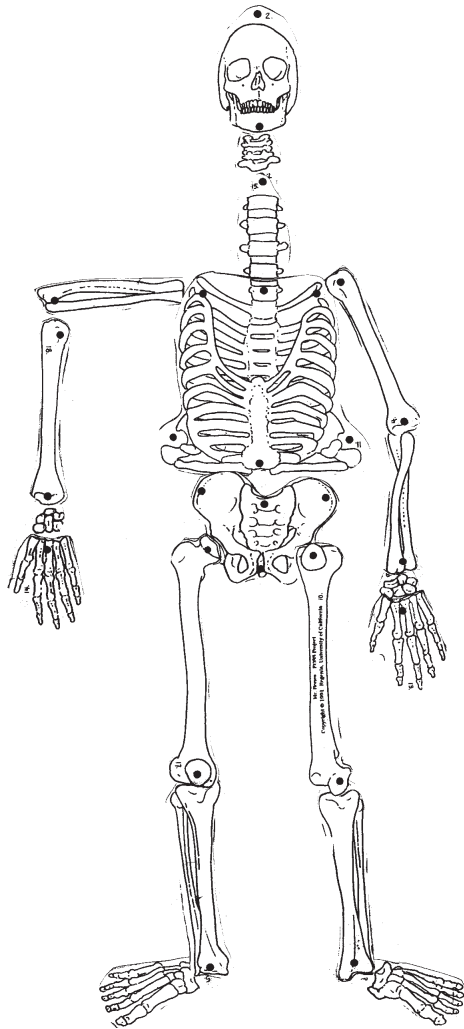
BONE NAMES



BONE NAMES



RESPONSE SHEET—BONES

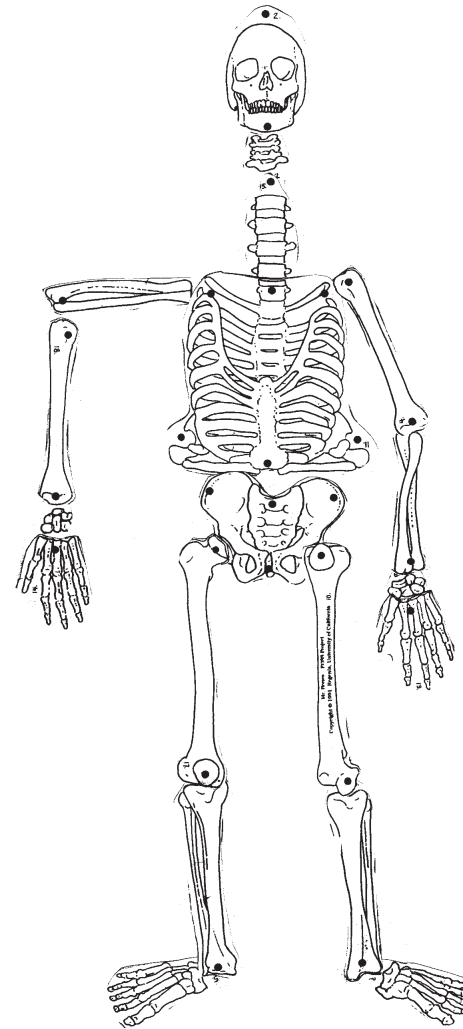


Laura completed putting Mr. Bones together. She would like you to check her work to see if she made any mistakes.

If you find any bones in the wrong place, tell Laura how they should be changed to make Mr. Bones correct.

Circle the bones or sections you write about so Laura knows her mistakes.

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OWL-PELLET OBSERVATION

.....

PART 1: THE OWL PELLETT

Describe the size, shape, color, and texture of the owl pellet. Draw the owl pellet.

PART 2: INSIDE THE OWL PELLETT

Describe what the owl pellet is made of and what you found inside.

PART 3: THE BONES IN THE OWL PELLETT

Find a bone that is **similar to** a human bone. Draw it.
What bone is it like?

Find a bone that is **different than** a human bone. Draw it.
What animal skeleton did you find in your pellet?
What bones helped you decide it was that animal?

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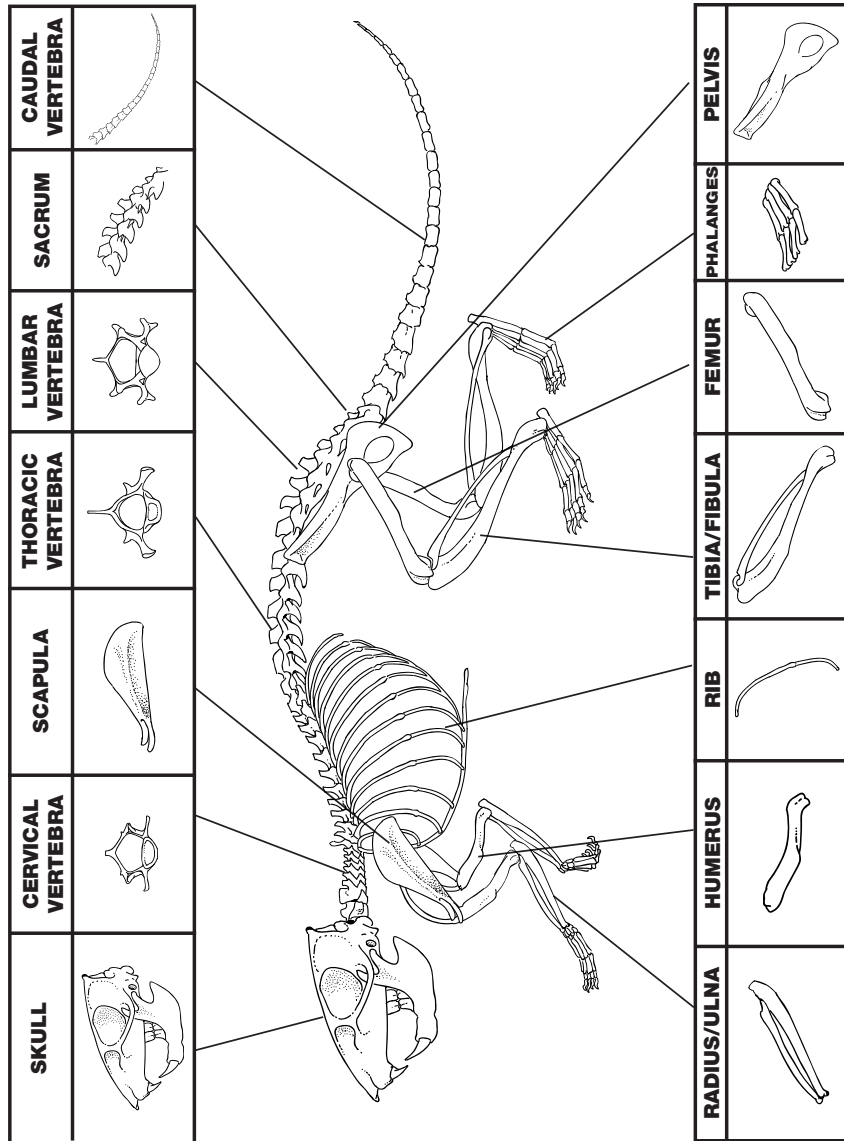
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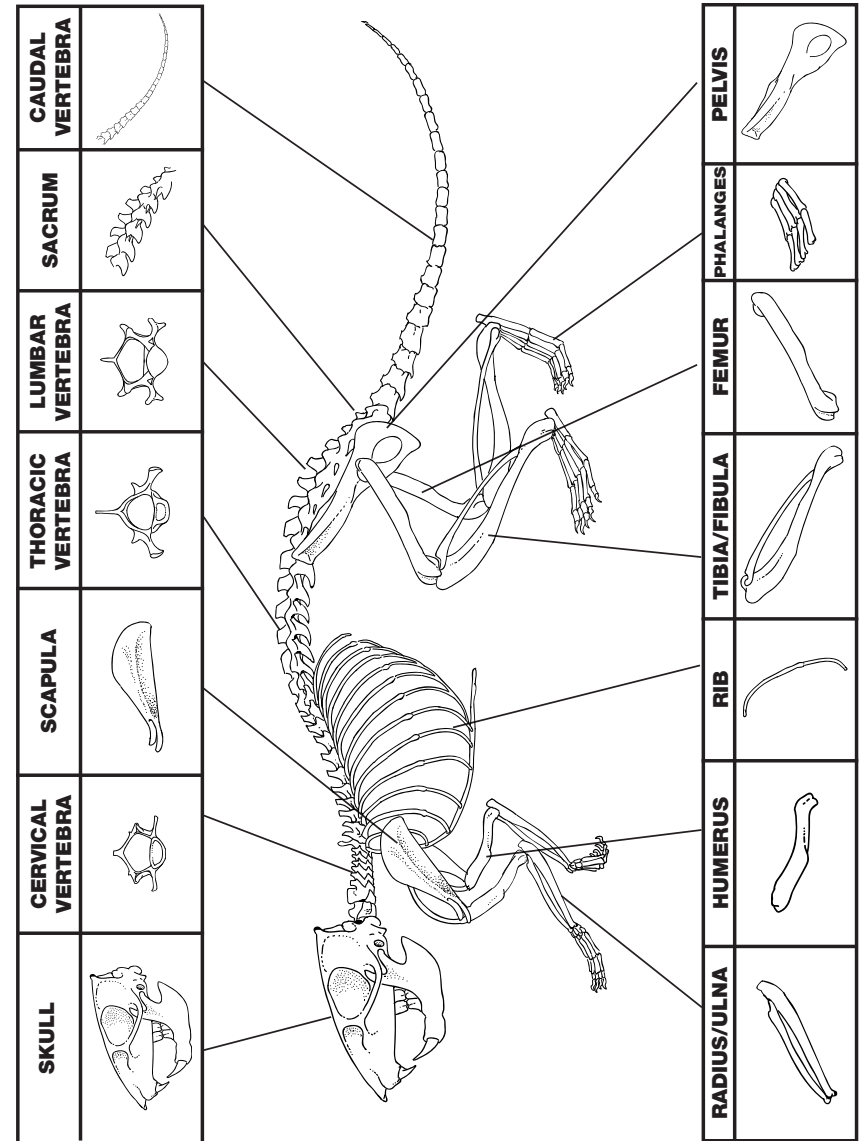
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RODENT BONE IDENTIFICATION



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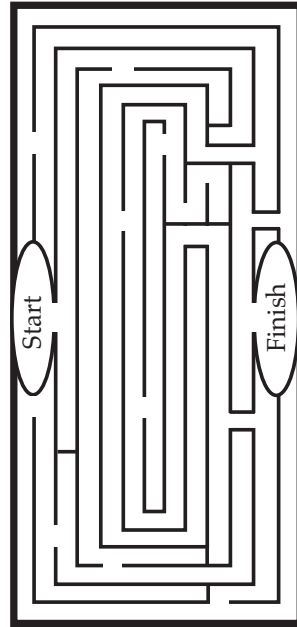
THUMB JOINTS

ACTION	EASY	HARD	VERY HARD
Tape your own fingers.			
Tape your partner's fingers.			
Hold a pencil.			
Shade the picture.			
Trace a maze.			
Work a zipper.			
Work a button.			
Tie a shoe.			
Turn pages in a book.			
Buckle a belt.			
ADDITIONAL TASKS			

Color or shade the picture carefully.



Trace the maze from start to finish.



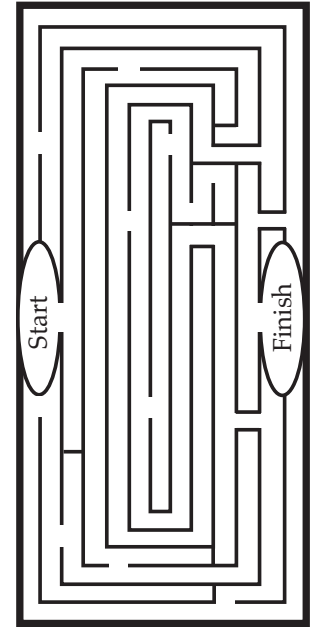
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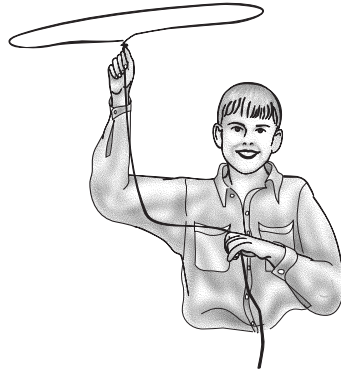
RESPONSE SHEET—JOINTS

Carl's class is studying the human body and how joints move. His teacher said that the elbow is a hinge joint that moves back and forth in one direction.

After school when Carl was practicing his rope throwing for the junior rodeo, he swung his lasso up over his head and thought that his elbow was moving more like a ball-and-socket joint.

Try this motion yourself.

What would you tell Carl about his idea that the elbow moves like a ball-and-socket joint?



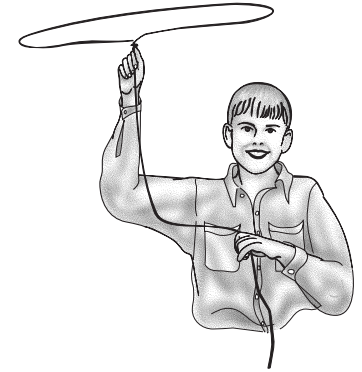
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BONE OBSERVATION

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PART 1: RODENT BONES

Observe the three model bones and describe them.

- a. _____
- b. _____
- c. _____

Assemble the bones the way you think they would be in a live rodent.

- a. Draw the assembled bones.
- b. Label the bones and joints.

What clues did you find on the bones that helped you put them together?

PART 2: CHICKEN BONES

Observe the two model bones and describe them.

- a. _____
- b. _____

Assemble the bones the way you think they would be in a live chicken.

- a. Draw the assembled bones.
- b. Label the bones and joints.

What clues did you find on the bones that helped you put them together?

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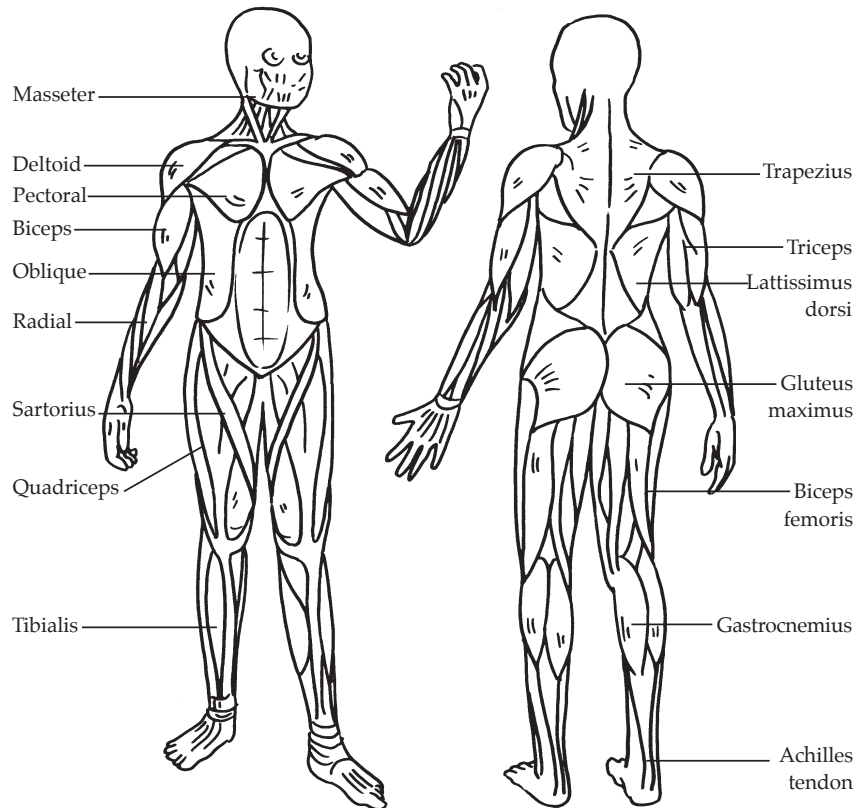
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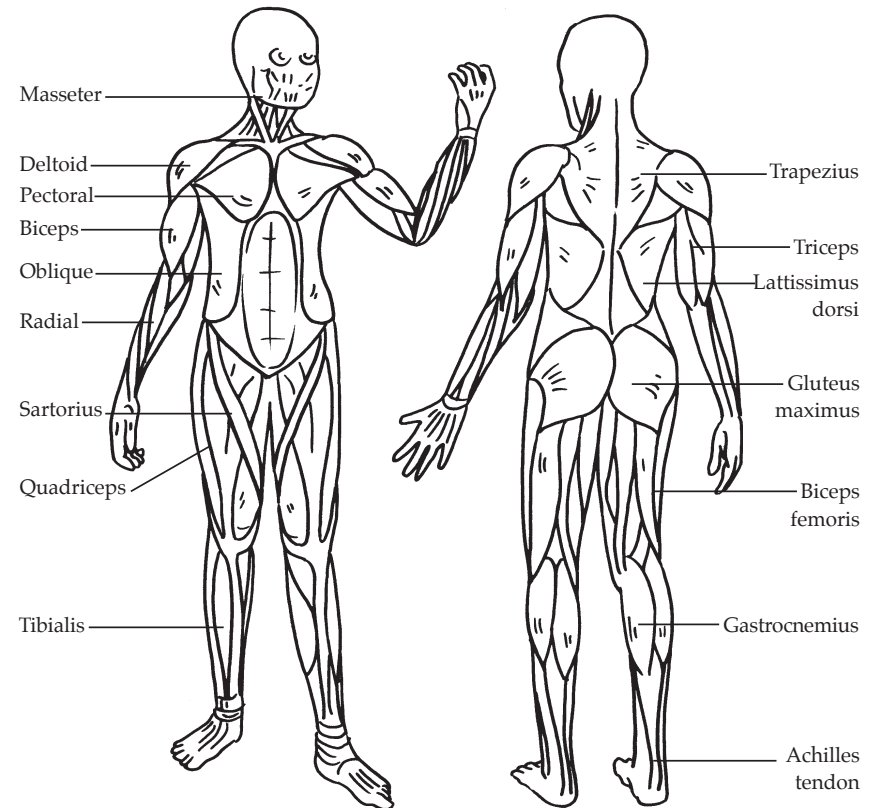
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MUSCLE NAMES



MUSCLE NAMES



RESPONSE SHEET—MUSCLES

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After completing the investigations on muscles, Lisa wrote in her journal.

Everything I Know About Muscles

Muscles are found only in the arms and legs.

The main job that muscles do is make us
strong.

Do you agree or disagree with Lisa's two statements? Explain your answer.

What else would you write about muscles in your journal?

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MUSCLE ACTION

1. Make an arm model with a biceps muscle. Describe what each part of the model represents.

Sticks _____ Rubber tube _____

Paper clip _____ Rubber band _____

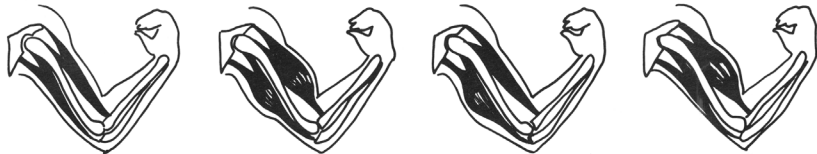
Describe how the muscle on the model works.

2. Put your left hand on the biceps muscle (top) of your right arm. Put your right hand under the front of your desk and lift up slowly.

- How does your biceps feel? _____
- What is your biceps doing? _____
- How does the triceps muscle (bottom of the arm) feel? _____

Describe what happens to your arm when you flex (contract) the biceps.

3. One of these pictures correctly shows the muscles when a man is bending his arm. Draw a circle around the correct picture.



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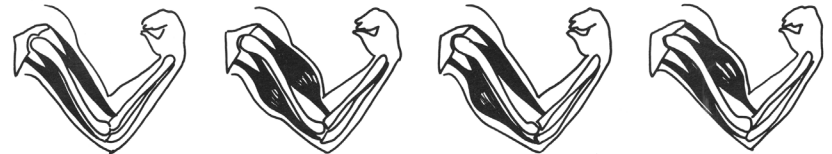
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STIMULUS/RESPONSE

HEIGHT OF DROP _____		
STIMULUS <u>Vision</u>		
RESPONSE <u>Right hand</u>		
5		
4		
3		
2		
1		
	HIT	MISS

HEIGHT OF DROP _____		
STIMULUS _____		
RESPONSE _____		
5		
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3		
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RESPONSE SHEET—COORDINATION

.....

THE BUS STOP STORY

Satoshi was sitting at the bus stop with two of his friends, Jasmine and Lou. A mosquito landed on Satoshi's forehead. Ow! Satoshi began slapping at the mosquito, and when he did, he spilled Jasmine's root beer in her lap. Oh! Jasmine jumped up, and when she did, she stepped on Lou's toe. Hey! Lou started to jump around on one foot. The three friends looked at each other and laughed.

Describe each stimulus and response in the story.

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Describe each stimulus and response in the story.

TIMING RESPONSES

Find out how fast your hand can respond. Start with visual stimulus. Test your left and right hands five times. Record your response time after each drop.

Stimulus _____	
Response _____ <i>hand</i>	
DROPS	TIME
1	
2	
3	
4	
5	
Total	

Average _____

Stimulus _____	
Response _____ <i>hand</i>	
DROPS	TIME
1	
2	
3	
4	
5	
Total	

Average _____

Calculate the average response time for each hand. Write the averages on the lines under the totals.

Which hand had the fastest response time? _____ Explain why you think that hand responded faster.

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FOSS HUMAN BODY MODULE
PROJECT PROPOSAL

1. What is the question or the project that you are proposing?
2. What materials or references will you need to complete the project?
3. What steps do you need to take to complete the project?

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