

The Bones Inside Us

Check out the following web sites to find out some great facts about bones and answer the following questions.

First Destination: www.kidshealth.org/kid/body/bones_SW_p8.html

1. The human skeleton has 206 bones. Which is the longest? _____
2. What is the hardest bone in our body? _____

Second Destination: www.howstuffworks.com/hearing4.htm

3. The smallest bones are those in our ears. What are their names? There are three, and each has a plain and a fancy name.

	Plain Name	Fancy Name
1.	_____	_____
2.	_____	_____
3.	_____	_____

Third Destination: www.kidshealth.org/kid/body/bones_SW.html

4. What makes up the inside portion of our bones? _____
5. What is its purpose? _____

Fourth Destination: www.kidshealth.org/kid/body/bones_SW.html

6. Joints are what hold our bones together. There are two types: movable and immovable. A hinge joint is a type of movable joint found in _____, _____, and _____.
7. Why do you think they are called hinge joints?

Fifth Destination: http://www.calacademy.org/exhibits/skulls/structure_and_function.html

8. Another word for the skull is the cranium. What is the most important job of the skull? _____

Sixth Destination: http://www.bigchalk.com/cgi-bin/WebObjects/WOPortal.woa/wa/HWCDA/file?fileid=233472&flt=Middle_School&pathTitles=/History_of_Dentistry/General/George_Washington's_teeth&version=2&tg=Resource

9. What were George Washington's teeth made from? (Hint: Not wood!)? _____

Bones! Bones! Bones! Exploring the Skeletal System

Grade Level: Third

Presented by: Amy Jacobs, Hawthorne Elementary, San Antonio, TX

Length of Unit: Seven lessons

I. Abstract

During this ten to twelve day science unit students will be introduced to systems of the human body and will examine in more detail the skeletal system. They will learn the number of bones in the human skeleton, the location of those bones, and will become familiar with ligaments, tendons, cartilage, joints, and fractures. They will also explore orthopedics as a future profession. The unit accommodates a variety of learners-- visual, auditory, and kinesthetic-- and has both literature and math connections. The specificity of the topic paired with a variety of culminating activities allows the unit to mesh well with the *Core Knowledge Sequence*.

II. Overview

A. Concept objectives:

1. to discover how the different body systems are interrelated
2. to learn what the skeletal system is comprised of
3. to comprehend that the skeletal system is vital to the function of the human body
4. to understand the importance of taking care of the skeletal system and the whole body
5. to encourage a future in medical professions

B. Content from *Core Knowledge Sequence*:

1. Second Grade
 - a. taking care of your body
 - (1) vitamins and minerals
2. Third Grade
 - a. the skeletal system
 - (1) skeleton, bones, marrow
 - (2) musculo-skeletal connections
 - (a) ligaments
 - (b) tendons, Achilles tendon
 - (c) cartilage
 - (3) skull, cranium
 - (4) ribs, rib cage, sternum
 - (5) scapula, pelvis, tibia, fibula
 - (6) broken bones, X-rays

C. Skills Taught:

1. group work
2. information
3. summarization
4. research
5. graphing
6. interpreting data
7. forming hypothesis
8. categorizing
9. "How to. . ." writing

III. Background Knowledge

- A. For teachers:
 - 1. *Core Knowledge Sequence*. Charlottesville: Core Knowledge Foundation 1995.
 - 2. Cumbaa, Stephen. *The Bones and Skeleton Book*. New York: Workman Publishing, 1991.
 - 3. Dillner, L. and Abrahams, J., consultants. *The Human Body*. Wilton, CT: Victoria Points Pub., 1993.
 - 4. Hirsch, E.D. (ed.) *What Your Third Grader Needs to Know*. New York: Doubleday Publishing, 1991.
 - 5. *The Human Body. Whole Language Theme Unit Workbook, Grades 4-6*. Instructional Fair Inc., Grand Rapids, MI.
- B. For students:
 - 1. Kindergarten: The Human Body
 - a. Taking care of your body-- exercise, cleanliness, healthy food
 - 2. First Grade: The Human Body
 - a. Body Systems-- an introduction
 - 3. Second Grade: The Human Body
 - a. Taking care of your body-- vitamins and minerals
 - 4. Third Grade: The Human Body
 - a. The muscular system unit

IV. RESOURCES

- A. Books:
 - 1. *The Human Body. Whole Language Theme Unit Workbook, Grades 4-6*. Instructional Fair Inc., Grand Rapids, MI.
 - 2. Moore, Jo Ellen. *My Skeleton and Muscles*. Monterey: Evan-Moor Corp., 1987.
 - 3. *Core Knowledge Sequence*. Charlottesville: Core Knowledge Foundation, 1995.
 - 4. Hirsch, E.D. (ed.) *What Your Third Grader Needs to Know*. New York: Doubleday Publishing, 1991.
- B. Videos
 - 1. *The Magic School Bus: Inside Ralphie*. 30 minutes, color, NR, 1995.
- C. Other
 - 1. Various X-rays (found at doctor's offices or hospitals)
 - 2. "Parts of Bone" overhead
 - 3. Various posters of the different body systems

V. LESSONS

Lesson One: Let's Learn Systems!

- A. Objectives:
 - 1. Lesson content: systems of the body
 - 2. Concept objective: Students will understand what a system is and different parts of the body work together as one system.
 - 3. Skill objective: Students will discriminate between some of the body's systems by researching and presenting new information to a group. They will practice the skill of formulating hypotheses. They will correlate systems and functions.
- B. Materials:
 - 1. poster that displays the body's systems
 - 2. cards for matching game

3. butcher or chart paper and marker
- C. Key Vocabulary:
 1. circulatory system
 2. respiratory system
 3. digestive/urinary system
 4. muscular system
 5. skeletal system
 6. nervous system
 7. immune system
- D. Procedures:
 1. Introduce “Amazing Fact” #1: There are over ten systems in the human body that all work together so we can function successfully.
 2. One “Amazing Fact” will be introduced each day of the unit.
 3. Discuss definition of “system.”
 4. Group students into threes. Assign each a system.
 5. Have each group brainstorm and use poster to hypothesize what they think the function of their system is and the parts of the body that comprise the system.
 6. Introduce some of the systems of the body and their functions to the large group by having each small group present their hypothesis and brainstorm results.
 7. Write each system and function on chart paper as a classroom reference.
 8. As a class, discuss how the systems work together.
 9. Introduce the skeletal system as the next class topic.
 10. View *The Magic School Bus, Inside Ralphie*.
- E. Evaluation/Assessment:
 1. Systems/Functions Game
 - a. divide students into groups of three
 - b. pass out set of cards to each group
 - c. students practice coordinating system and function
- F. Standardized Test/State Test Connection:
 1. Reading
 - a. students will perceive relationships
 - b. students will determine the meaning of words
 - c. students will formulate hypotheses, make predictions

Lesson Two: What is a Bone?

- A. Objectives:
 1. Lesson content: parts of a bone
 2. Concept objective: Students will understand that bones have a unique structure and function. Bones are living things and need nourishment.
 3. Skill objective: Students will form hypotheses and conduct a science experiment.
- B. Materials:
 1. “Let’s Look at Chicken Bones” experiment sheet (see Appendix A)
 2. chicken bones from meat department of grocery store
 3. vinegar
 4. water
 5. “Parts of Bone” overhead
 6. “Parts of Bone” worksheet (see Appendix B)
- C. Key Vocabulary:
 1. periosteum

2. spongy bone
 3. compact bone
 4. marrow
 5. calcium
- D. Procedures:
1. Introduce Amazing Fact #2: The human thighbone is stronger than reinforced concrete.
 2. Introduce parts and functions of bone using overhead.
 3. Demonstrate parts of bones using “Chicken Bones” experiment sheet.
 4. Place bones in jar of three-fourths vinegar and one-fourth water.
 5. Discuss what will happen to these bones after a week or so-- vinegar will absorb calcium making them bendable.
 6. Discuss calcium and its importance to bones.
- E. Evaluation/Assessment:
1. “Parts of Bone” labeling worksheet
- F. Standardized Test/State Test Connection:
1. Reading
 - a. students will read information from graphs / visuals
 2. Math
 - a. students will use graphic sources of information

Lesson Three: Count Your Bones: The Skeleton

- A. Objectives:
1. Lesson content: number of bones in the human body
 2. Concept objective: Students will understand how bones fit together and how many bones there are in the human body.
 3. Skill objective: Students will count and estimate the number and location of their bones.
- B. Materials:
1. “Count Your Bones” worksheet (see Appendix C)
 2. “The Dancing Skeleton” cutouts from *My Skeleton and Muscles* (Moore and Evans), pages 4-6.
 3. actual human skeleton, if available
 4. brad fasteners
- C. Key Vocabulary:N/A
- D. Procedures:
1. Introduce Amazing Fact #3: In your lifetime you will “lose” over 600 bones (through growing and fusing).
 2. Introduce “skeleton” and the number of bones found in the human body.
 3. Have students pair up and complete worksheet, “Count Your Bones” by feeling their bones and estimating.
 4. Go over questions together as a large group.
- E. Evaluation/Assessment:
1. Students will cut out skeletal parts from “Dancing Skeleton” worksheet and use brads to put together correctly.
 2. Hang these from ceiling.
- F. Standardized Test/State Test Connection:
1. Math
 - a. students will predict outcomes

- b. students will form hypotheses
- c. students will estimate

Lesson Four: Let's Name Our Bones!

A. Objectives:

- 1. Lesson content: names of the bones in the human body
- 2. Concept objective: Students will understand the names of bones and their connectedness.
- 3. Skill objective: Students will verbalize and illustrate bones, locations and connectedness.

B. Materials:

- 1. "Mr. Bones!" reference sheet (see Appendix D)
- 2. "Mr. Bones!" worksheet (see Appendix E)
- 3. actual human skeleton, if available
- 4. butcher paper
- 5. markers
- 6. kid-size skeletal systems, cut out

C. Key Vocabulary:

- | | |
|--------------------|------------------|
| 1. skull / cranium | 12. tibia |
| 2. jaw bone | 13. fibula |
| 3. vertebrae | 14. ankle bones |
| 4. scapula | 15. foot bones |
| 5. clavicle | 16. toe bones |
| 6. sternum | 17. humerus |
| 7. ribs / rib cage | 18. radius |
| 8. floating ribs | 19. ulna |
| 9. pelvis | 20. wrist bone |
| 10. femur | 21. hand bones |
| 11. knee cap | 22. finger bones |

D. Procedures:

- 1. Introduce Amazing Fact #4: Over half the bones in the human body are in the hands and feet.
- 2. Pass out "Mr. Bones!" reference sheet.
- 3. Choose one student to wear (tape onto clothes) the kid-size skeletal system.
- 4. Point out each bone of the skeletal system on sheet and on the student.
- 5. Songs/Activities: can be done throughout the unit to engage auditory and kinesthetic learners:
 - a. "Connected to . . ." song and actions
 - b. "If you're happy and you know it touch your skull (etc.) . . ."
 - c. "Simon Says" with bones of the body
- 6. Pair students up and have them trace each other's bodies on large sheets of butcher paper.
- 7. Give each a kid-size skeletal system to glue on their outlines.
- 8. Label the parts and hang on walls.

E. Evaluation/Assessment:

- 1. Quiz students with "Mr. Bones!" worksheet.

F. Standardized Test/State Test Connection:

- 1. Math
 - a. students will sort information

- b. students will draw conclusions
- c. students will assign labels

Lesson Five: Muscles and Bones

A. Objectives:

- 1. Lesson content: the muscular / skeletal system connections
- 2. Concept objective: Students will explore the definitions of skeletal system and muscular systems and how these systems work together.
- 3. Skill objective: Students will use resource materials, summarize information, synthesize information, and share with a large group.

B. Materials:

- 1. butcher paper and markers
- 2. “Research” worksheet (see Appendix F)
- 3. various resource books
- 4. Achilles tendon legend
- 5. chicken bone with meat (muscle), tendons, cartilage

C. Key Vocabulary:

- 1. tendon
- 2. Achilles tendon
- 3. ligament
- 4. cartilage

D. Procedures:

- 1. Introduce Amazing Fact #5: Without the Achilles tendon, a person could not run, would have difficulty walking and couldn’t stand on his or her toes.
- 2. Tell (using a kid’s version) or re-tell (with a teacher-made big book, for example) the mythological story of Achilles, the great Greek warrior and hero of Homer’s *The Iliad*. [In order to protect him from danger, Achilles mother, Thetis, dipped him in the River Styx, which contained waters on invulnerability. However, the water did not touch the heel by which Thetis held him. He became a great warrior of the Trojan War but was shot by his brother, Paris. The god Apollo guided the arrow to Achilles’ unprotected heel. Achilles died of the wound. The Achilles tendon (or heel) is named after this Greek legend].
- 3. Introduce and define tendon, ligament and cartilage as additional parts of the skeletal system.
- 4. Recall chicken bone experiment. Bring in other bones with meat (muscle) attached. Can you find the tendons? Cartilage?
- 5. Divide students into three groups, assign each one of the above.
- 6. Give each group resources or have them go to the library and complete “Research” worksheet.

E. Evaluation/Assessment

- 1. Students share their mini-report with the class and display summary statement in classroom

F. Extension

- 1. Students write their own legend explaining another part of the human body and how it got its name.

G. Standardized Test/State Test Connection:

- 1. Reading
 - a. students will identify information in a variety of written texts
 - b. students will summarize a variety of written texts
 - c. students will use resource materials
 - d. students will synthesize material

Lesson Six: Meeting Places!

A.

1. Lesson content: joints of the human body
2. Concept objective: Students will discover the different types of joints and where many of them are in the human body. They will understand what joints do and how important they are to the body's movement.
3. Skill objective: Students will predict outcomes and recall facts and details.

B. Materials:

1. "Meeting Places" worksheet from *The Human Body* (Instructional Fair), page 10.
2. "Joints" worksheet (see Appendix G)
3. "Mr. Bones!" Reference sheet (from lesson four)
4. full size skeletal drawings (from lesson four)
5. markers

C. Key Vocabulary:

1. joint
2. fixed joint
3. moveable joint
4. ball and socket joint
5. pivot joint
6. hinge joint
7. saddle joint
8. sliding joint

D. Procedures:

1. Introduce Amazing Fact #6: The only jointless bone in your body is the hyoid bone in your throat.
2. Introduce joints-- purpose, types, function.
3. Pair students up.
4. Students will use "Mr. Bones" Reference sheet and their bodies to find examples of each joint. Record on "Meeting Places" worksheet.
5. In large group go over examples found.
6. Have students stand up and "move" each joint as it is called.
7. Have students label the various joints on their full-size skeletal drawings (done in lesson 4).

E. Evaluation/Assessment:

1. Quiz students on joints of the body using "Joints" worksheet.

F. Standardized Test/State Test Connection:

1. Reading
 - a. students will recall facts and details
 - b. students will predict outcomes
2. Math
 - a. students will use and read charts and diagrams

Lesson 7: Bone Trauma and Treatment

A. Objectives:

1. Lesson content: bone injury, treatment and professions
2. Concept objective: Students will recognize a variety of bone injuries, learn the scope of treatment for those injuries and explore career options in orthopedics.
3. Skill objective: Students will identify and recognize fractures from both visual and written scenarios and will read X-rays.

- B. Materials:
 1. "Fracture Scenarios" handout (see Appendix H)
 2. "Determine the Fracture" worksheet (see Appendix H)
 3. bar graph / math worksheet (see Appendix I)
 4. butcher paper
 5. markers
 6. sample x-rays from doctor's office or hospital
- C. Key Vocabulary:

1. partial fracture	5. impacted fracture
2. compound fracture	6. comminuted fracture
3. simple fracture	7. x-ray
4. complete fracture	8. orthopedic surgeon
- D. Procedures:
 1. Introduce Amazing Fact #7: Your bones grow as you grow. The average female grows until she is around 16 years old. The average male stops growing when he reaches age 18.
 2. Ask students to share some experiences with bone trauma-- broken bones, sprains, and fractures.
 3. Hand out "Fracture Scenarios," go over each situation. Discuss types of fractures. Record on chart.
 4. Talk about bone trauma treatment: X-rays, slings, casts.
 5. Show real X-rays. Hold up against light to read and try to determine the fracture.
 6. Introduce "orthopedics" and careers in the field.
- E. Evaluation/Assessment:
 1. Students will match the "Fracture Scenarios" (already discussed in class) to the "Determine the Fracture" worksheet.
 2. Students will write about an experience with bone trauma or their future in the medical profession.
- F. Extension
 1. Complete bar graph activity sheet on broken bones and types of fractures as a math connection.
- G. Standardized Test/State Test Connection:
 1. Reading
 - a. students will compare and contrast
 - b. students will identify and eliminate
 - c. students will match
 2. Math
 - a. students will predict outcomes and interpret data from graphs
 - b. students will solve problems using bar graphs

VI. Culminating Activities

- A. Field Trip: Students will have the opportunity to visit a hospital and: meet with orthopedic specialists, see a real human skeleton, see a variety of X-rays and the screens used to view them, see other hospital equipment, observe a cast being set, discuss career options in orthopedics and other fields.
- B. Guest Speaker: If a field trip is not possible, have a doctor come to the school to discuss his/her occupation, education, daily routines, etc.

- C. Classroom casts: By dipping strips of newspaper in a simple mixture of school glue and water, the teacher can “cast” each child’s wrist. This is a good follow-up to lesson seven. An autograph party after the casts have dried would also be appropriate.
- D. Essay: Student should write an essay over one of many topic choices: what they thought of the field trip or guest speaker, their experience with skeletal system trauma, what they learned from the unit, why medical careers are so important, etc.
- E. Test: Students will complete the “Skeletal System Unit Test” (see Appendix J).
- F. Unit Evaluation: Students will complete “How’d You Like the Unit” sheet (see Appendix K) as a guide for teachers and future unit planning.

VII. Handout/Worksheets

- A. “The Dancing Skeleton” cutouts from *My Skeleton and Muscles* (Moore and Evans), pages 4-6.
- B. “Meeting Places” worksheet from *The Human Body* (Instructional Fair), page 10.
- C. see appendices

VIII. Bibliography

- A. *Core Knowledge Sequence*. Charlottesville: Core Knowledge Foundation, 1995
- B. Cumbaa, Stephen. *The Bones and Skeleton Book*. New York: Workman Publishing, 1991.
- C. Dillner, L. and Abrahams, J., consultants. *The Human Body*. Wilton, CT: Victoria Points Pub., 1993.
- D. Hirsch, E.D. (ed.) *What Your Third Grader Needs to Know*. New York: Doubleday Publishing, 1991.
- E. *The Human Body. Whole Language Theme Unit Workbook*, Grades 4-6. Instructional Fair Inc., Grand Rapids, MI. ISBN 0-88012-830-5
- F. *The Magic School Bus: Inside Ralphie*. 30 minutes, color, NR, 1995.
- G. Moore, Jo Ellen. *My Skeleton and Muscles*. Monterey: Evan-Moor Corp., 1987. ISBN 1-55799-101-4
- H. Strachan, Ian. *The Iliad*. New York: Kingfisher, 1997. ISBN 0-7534-5107-7.
- I. *The World Book Encyclopedia*. Volume “A.” Chicago: Childcraft International, 1990.

A MATHEMATICAL SCAVENGER HUNT THROUGH THE HUMAN BODY

Situation/Problem:

You and a partner will take part in a math scavenger hunt. As with all scavenger hunts, some items are easy to find, while others require some looking. For this hunt you must find parts of the human body that correspond to the numbers 1 through 15. For example, we each have one head, and that corresponds to 1. Sounds easy? What can you come up with for 13? While you must try to find corresponding body parts up through 15, you may wish to do more research and find examples that correspond to higher numbers. Simply extend your list and add numbers and body parts as you find them. You will also need to know the function of the body parts or organs you list.

Possible Strategies:

1. Use 3×5 note cards to list body parts for specific numbers. Use only one card per number.
2. Consult reference books for information about the human body. Skim the information for numbers.

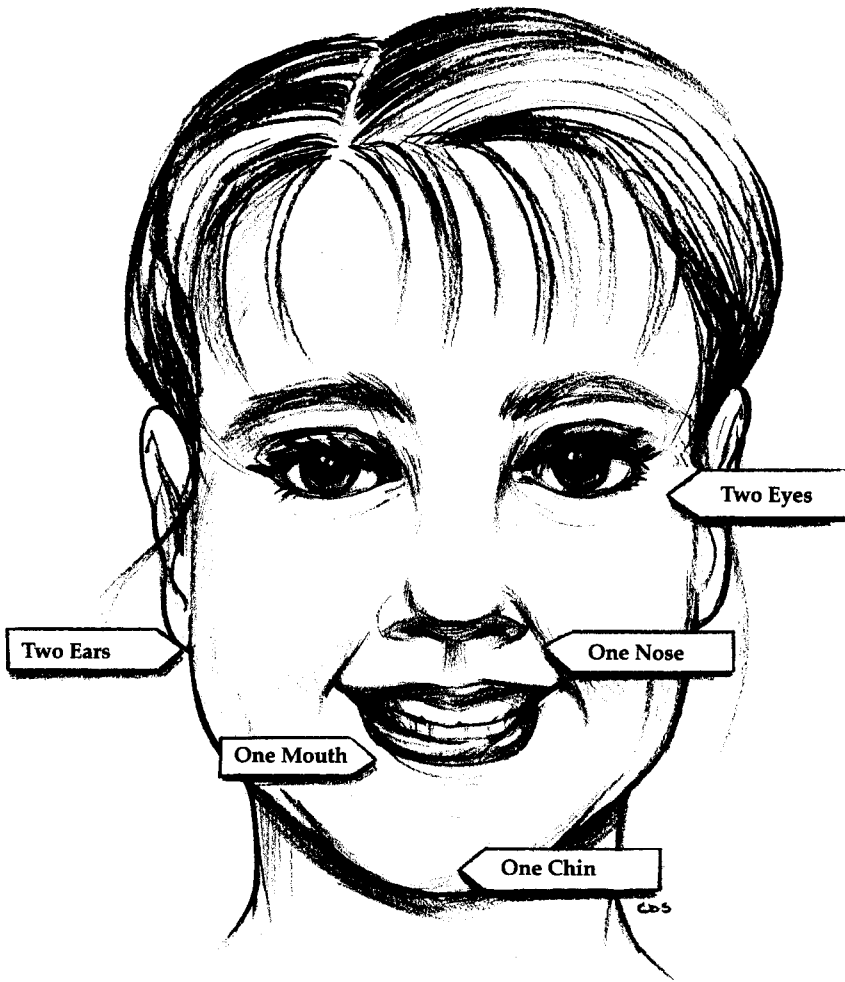
Special Considerations:

- There are many answers for some numbers. Humans have one head, one nose, one heart, one gallbladder, one liver. . . . We (usually) have two hands, two feet, two eyes. . . .
- For some numbers it will be easier to find corresponding body parts than others. You may look for groups of muscles or bones that work together.
- Write the function of the body part or organ on your note card.
- Because answers vary, include the source where you found specific information. Write the author's last name, the title of the book, the publication date, and the page number. Put this information on the note card for the number.

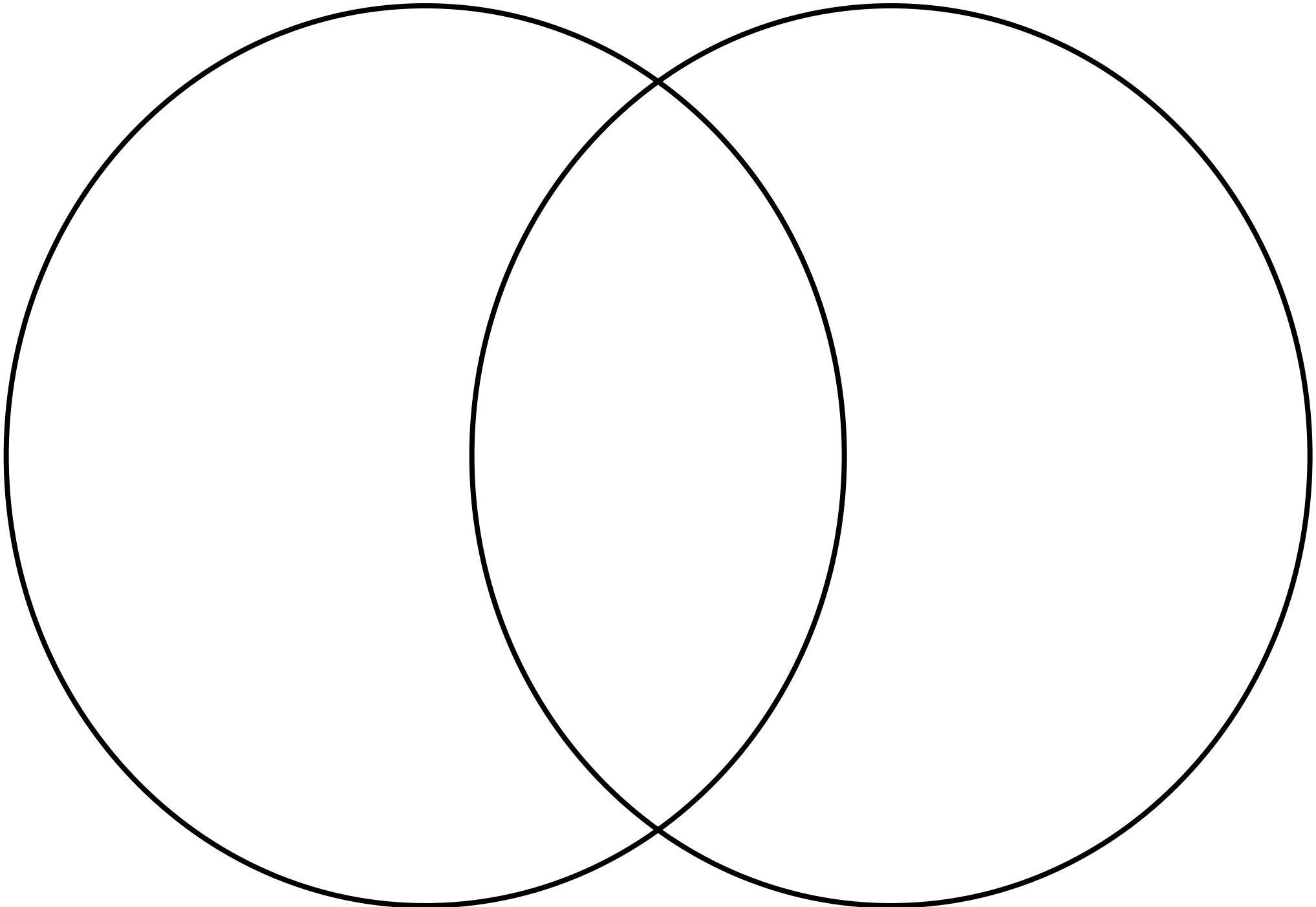
- If you can't find body parts for all the numbers 1 to 15, skip the ones you can't find and try to find others. For example, there are 206 bones in the average person's skeleton. There are about 700 million alveoli in the lungs. (For such large numbers, approximations are acceptable.) List as many additional numbers and body parts or organs as you can.

To Be Submitted:

Your completed note cards



BONES VENN DIAGRAM



Show Me If You Can added 9-1-01 Original Author Unknown

Sung to: "In and Out The Window"

Where is your finger?
Where is your finger?
Where is your finger?
Show me if you can.

Good, now where's your nose?
Now, where is your nose?
Now, where is your nose?
Show me if you can. (Use other body parts.)

Me added 9-1-01 Original Author Unknown

My hands upon my head I place,
(Do actions as described, then bring hands
down slowly & place them in lap.)
On my shoulders, on my face,
On my knees, & at my side,

Then behind me they will hide.
Then I raise them up so high
'Till they almost reach the sky.
Swiftly count them-1,2, 3,
And see how quietly they can be.

Touch added 9-1-01 Original Author Unknown

I'll touch my hair, my lips, my eyes (Suit actions to words.)
I'll sit up straight & then I'll rise.
I'll touch my ears, my nose, my chin,
Then quietly sit down again.

Here Are my Ears added 9-1-01 Original Author Unknown

Here are my ears. (Suit actions to words.)
Here is my nose.
Here are my fingers.
Here are my toes.
Here are my eyes,
Both open wide.
Here is my mouth
With white teeth inside.

Here is my tongue
That helps me speak.
Here is my chin,
And here are my cheeks.
Here are my hands
That help me play.
Here are my feet For walking today.

My Wiggles added 9-1-01 Original Author Unknown

I wiggle my fingers, (Suit actions to words.)
I wiggle my toes.
I wiggle my shoulders.

I wiggle my nose.
Now the wiggles are out of me,
And I'm just as still as can be.

Ten Little Fingers added 9-1-01 Original Author Unknown

(Hold up ten fingers. Suit actions to words.)
I have ten little fingers,
And they all belong to me.
I can make them do things,
Would you like to see?
I can shut them up tight,
Or open them wide.

I can put them together,
Or make them all hide.
I can make them jump high,
I can make them jump low.
I can fold them up quietly,
And hold them just so.

Everybody Knows added 9-1-01 Original Author Unknown

Everybody knows I love my toes
Everybody knows I love my toes
I love my nails, my knees
My neck and my nose
But everybody knows I love my toes!
Everybody knows I love my eyes
Everybody knows I love my thighs
I love my legs, my lips
My neck and my nose
But everybody knows I love my toes!

Everybody knows I love my feet
Everybody knows I love my seat
I love my skin, my chin
My knees and my nose
But everybody knows I love my toes!
Everybody knows I love my toes
Everybody knows I love my toes
I love my nails, my knees
My neck and my nose
But everybody knows I love my toes!

Head And Shoulders added 9-1-01 Original Author Unknown

Head and shoulders, knees and toes,
Knees and toes, knees and toes,
Head and shoulders, knees and toes,
Eyes, ears, mouth and nose.
Ankles, elbows, feet and seat, feet and seat,
Ankles, elbows, feet and seat, feet and seat,
And hair and hips and chin and cheeks,
Ankles, elbows, feet and seat, feet and seat.

Me added 9-1-01 Original Author Unknown

Here are my fingers and here is my nose.
Here are my ears, and here are my toes.
Here are my eyes that open wide.
Here is my mouth with my white teeth inside.
Here is my pink tongue that helps me speak.
Here are my shoulders and here is my cheek.
Here are my hands that help me play.
Here are my feet that go walking each day.

Parts that Bend added 9-1-01 Original Author Unknown
Sung to: "B-I-N-G-O"

My arms have parts that bend and move
Every time I use them.
Shoulder, elbow, wrist and hand.
Shoulder, elbow, wrist and hand.
Shoulder, elbow, wrist and hand.
And this is how I move them!
My legs have parts that bend and move
Every time I use them.
Knee, ankle, heel and foot
Knee, ankle, heel and foot
Knee, ankle, heel and foot
And this is how I move them!

My trunk has parts that bend and move
Every time I use them.
Neck, back, waist and hips
Neck, back, waist and hips
Neck, back, waist and hips
And this is how I move them!
I'm made of parts that bend and move
Every time I use them.
Shoulder, elbow, wrist and hand..
Knee, ankle, heel and foot.
Neck, back, waist and hips
And this is how I move them!

Scrub A Dub-Dub Song added 9-1-01 Original Author Unknown

Sung to: "The Mulberry Bush"

This is the way we scrub our hands,
(Pretend to wash hands.)
Scrub our hands, scrub our hands.
This is the way we scrub our hands,
So early in the morning.
This is the way we scrub our faces,
(Pretend to wash face.)
Scrub our faces, scrub our faces.
This is the way we scrub our faces,
So early in the morning.

This is the way we scrub our elbows,
(Pretend to wash elbows.)
Scrub our elbows, scrub our elbows.
This is the way we scrub our elbows,
So early in the morning.
This is the way we scrub our stomachs,
(Pretend to wash stomachs.)
Scrub our stomachs, scrub our stomachs.
This is the way we scrub our stomachs,
So early in the morning.

Continue with additional verses ~ other body parts.

Hands On Shoulders added 9-1-01 Original Author Unknown

Hands on shoulders, hands on knees,
Hands behind you if you please.
Touch your shoulders, now your nose,
Now your chin and now your toes.

Hands up high in the air,
Down at your sides and touch your hair.
Hands up high as before,
Now clap your hands--one, two, three, four.

Head, Shoulders, Knees, Toes added 9-1-01 Original Author Unknown

Head, shoulders, knees, and toes,
Knees and toes.
Head, shoulders, knees and toes,
Knees and toes,
And eyes and ears,
And mouth and nose.
Head, shoulders, knees, and toes,
Knees and toes.

Fingers added 9-1-01 Original Author Unknown

Fingers, fingers, everywhere (Suit action to words.)
Fingers blinking in the air.
Fingers making little holes.

Fingers tying little bows.
Fingers learning to button & snap.
Fingers on hands that like to clap.

Eye Winker added 9-1-01 Original Author Unknown

Eye Winker, (Point to eyes.)
Tom Tinker, (Point to ears.)
Nose Smeller, (Point to nose.)
Mouth Eater, (Point to mouth.)

Chin Chopper, (Tap chin.)
Chin Chopper, Chin Chopper,
Chin Chopper, Chin.

Head to Toe added 9-1-01 Original Author Unknown

Wiggle fast; then wiggle slow.
Let's learn about the body-from head to toe!

My Body added 9-1-01 Original Author Unknown
Sung to: "Where is Thumbkin"

This is my body.
This is my body.
It's the only one I've got.
It's the only one I've got.

I'm going to take good care of it.
I'm going to take good care of it.
Yes I am. Yes I am.

It's Me Again! added 9-1-01 Original Author Unknown

Here are my ears
Here are my ears.
Here is my nose.
Here are my fingers.
Here are my toes.
Here are my eyes,
Both open wide.
Here is my mouth
With white teeth inside.

Here is my tongue
That helps me speak.
Here is my chin,
And here are my cheeks.
Here are my hands
That help my play.
Here are my feet
For walking today.

Touch Your Nose added 9-1-01 Original Author Unknown

Touch your nose,
Touch your chin;
That's the way this game begins.
Touch you eyes,
Touch your knees;
Now pretend you're going to sneeze.

Touch your hair,
Touch one ear;
Touch your two red lips right here,
Touch your elbows
Where they bend;
That's the way this touch game ends.

B-O-N-E-S added 8-26-02 Original Author Unknown

Submitted by: Jane F.
Sung to: "B-I-N-G-O"

Once there was a skeleton,
And Bones was his name, oh!
B-O-N-E-S, B-O-N-E-S, B-O-N-E-S,
And Bones was his name, oh!
Once there was a skeleton,
And Bones was his name, oh!
B-O-N-E-(clap), B-O-N-E-(clap), B-O-N-E-(clap),
And Bones was his name, oh!
(Continue to repeat the verse--each time dropping one more letter from and adding a clap to B-O-N-E-S--
until the entire name is clapped.)