

## Lesson 2 · living-things

## Naming All Our Body Parts

**Lesson at a glance**

Start by wiggling: ask the Senior Infants to touch the bendy part in the middle of their arm and wonder if it has a name. Teach elbow, knee, ankle and shoulders by doing each action together as you name and touch it. Children find the parts in a mirror, then play a fast touch-and-name carousel, and finally label a child figure on the IWB by hearing each word read aloud. Close with a think-pair-share naming one new word.

**Learning objectives**

- Name lots of the parts of my body
- Point to my head, neck, shoulders, elbows, knees and ankles

**Before the bell – prep**

Gather a few hand mirrors or set up one large mirror for turns. Cue the label-the-child interactive on the IWB and check the six word cards (head, neck, shoulders, elbows, knees, ankles) drag cleanly before the bell. Clear floor space for the moving game. No props are needed beyond children's own bodies.

**Materials**

Item	Qty	Per	Source	Low-cost substitute
mirror	4	class	classroom	children pair up and watch each other instead of using a mirror

**Safety watch-point**

During the fast moving game, keep children spaced out so swinging arms and hopping don't knock a neighbour; settle the pace if it gets too lively.

### Teaching moves

- **Our New Body Words:** Touch each part on yourself as you name it, then have the class touch it on themselves and do the action — bend the elbow to wave, hop for knees, wiggle the ankle. Use the table only as your script; the children copy the action, they don't read.
- **Mirror, Mirror, Where Are You?:** Call a part; children touch it, say it aloud, then watch it move in the mirror. Watch for the knee/elbow mix-up (both bendy) and head/neck — pause and ask 'Are they the same? No!' so they feel the difference.
- **Head, Shoulders, Knees and Ankles Game:** Call neck, elbow and ankle explicitly and often — do NOT slip into the toes song or you'll miss today's new words. Speed up gradually, and insist they say the word as they touch it on their own bodies.
- **Label the Child on the Board:** Always read each word card aloud before it moves — these children can't decode the text yet, they match by hearing the word and knowing the body part. Send one child to drag a label while the rest point to that part on themselves and check.

### What it should show

Most Senior Infants will confidently find and name head, neck, shoulders and knees; elbow and ankle are the newer, harder ones and need the most repetition. Expect knee/elbow to be confused because both are bendy, and neck to be merged with shoulders — affirm any attempt, then steer back by having them touch one, then the other.

### Misconceptions & interventions

- **A child thinks the elbow and the knee are the same thing because both are bendy.** — At the mirror, have them touch elbow then knee in turn — 'one is in your arm, one is in your leg.' Watch each bend separately in the mirror so they see the two are different.
- **A child points to the shoulders when you call 'neck'.** — On the IWB figure, point to the neck and trace it joining the head to the shoulders. Have them squeeze their own neck, then their shoulders, and feel they are in different places.

### Differentiation

Emerging	Developing	Proficient
<ul style="list-style-type: none"> <li>• Stay with three parts (head, knee, ankle) at a slow pace and let the child touch the part with you before naming it.</li> </ul>	<ul style="list-style-type: none"> <li>• Call parts in pairs (shoulders and knees) and let the child name both before moving on.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wrong-on-purpose call — say 'touch your elbow' while you touch your knee — and have the child spot and correct you.</li> </ul>

### Cross-curricular hook

Links to SPHE Myself — knowing and naming body parts so a child can tell an adult where it hurts.