

living-things

The jobs our body parts do

Lesson at a glance

Open by cupping an ear and wiggling fingers so Junior/Senior Infants notice hearing and holding. Teach that a body part's job is what it is for, modelling ears with hearing. Point on the child-figure interactive and their own bodies, then rotate five floor spots showing each job (cup ears, peep, hold, march, tip-toe). Pairs match four part-and-job cards and say the stem, then draw one clear match in the Investigation Journal before a short display-only share.

Learning objectives

- Match a body part to the job it does
- Show the job of a named body part with your body
- Sort job picture cards to the matching body part and say the match

Before the bell – prep

Print one shared set of five carousel body-part cards and one mixed match set per pair (ears/eyes/hands/legs + hearing/seeing/holding/walking), plus a spare. Lay five clear floor spots with paths free of bags. Shuffle match piles so parts and jobs are not pre-paired.

Materials

Item	Qty	Per	Source	Low-cost substitute
carousel body-part picture cards (ears, eyes, hands, legs, feet)	1	class	classroom	simple drawings on sticky notes or scrap card
match body-part picture cards (ears, eyes, hands, legs)	1	group	classroom	simple drawings on scrap card with the part name
match job picture cards (hearing, seeing, holding, walking)	1	group	classroom	word cards with a simple sketch beside each job word
Investigation Journal page	1	pupil	classroom	a blank page folded in half labelled body part and job
crayons or colouring pencils	1	pupil	classroom	classroom pencils only

Safety watch-point

Gentle actions only at carousel spots; no running between spots; keep hands away from other children's faces.

**Teaching moves**

- **Body parts have jobs:** Put only the word job on the board in child language. Hold up the ears and hearing cards, cup your own ears, and say the match aloud; model legs with three walking steps. Do not add a second definition for match — children learn it by watching your hands.
- **Point to the part:** Open the child-figure interactive in display mode with labels already placed. Keep head as the landmark only; when naming seeing or hearing, point to head then to eyes or ears on faces. After each part, ask what job it is doing and have the class show it on their bodies.
- **Action carousel:** Model the first spot yourself, then send small groups to the five cards for about one minute each; clap or chime to rotate. Stay central and call the job if a group freezes — Ears... hearing! If time is tight, run only two or three rotations so every child still shows at least one job.
- **Match the cards:** Model ears are for hearing on the IWB or floor, then send pairs to the two loose piles. As pairs finish, have one child hold up a match and ask the class Are they right? How do you know? Steer each pair to one clear main match for the spoken sentence.
- **Show and draw:** Tell them to show one match they are sure about on the Investigation Journal page — draw the part and the job. Offer the stem My ____ are for ____ aloud; scribe a label only if a child asks. Celebrate the match, not spelling.
- **Make-sense talk:** Invite two or three children to stand, point, and say the stem; revoice each match and fold the class in with Do you agree? Show me on your body. Close with one line on GAA legs and Irish-dancer feet — no new questioning round and no typing.

What it should show

Expect main matches: ears—hearing, eyes—seeing, hands—holding, legs—walking. Most infants will cup ears, peep, hold, and march to show the jobs. A pair who puts hearing with head used the landmark as the match — redirect to ears on the face. Thoughtful extras (hands clap, legs run) are fine if they still say one clear main job.

Misconceptions & interventions

- **Children treat head as the match for hearing, seeing or smelling because eyes, ears and nose live there.** — Point back to the figure: head is only the landmark. Have them touch their own ears or eyes and say Ears are for hearing / Eyes are for seeing.
- **Pupils say a part only ever does one thing — Hands only hold.** — Accept today's main job, then note gently that some parts help in more than one way (mouth eats and talks; hands hold and clap) without opening a long list.

Differentiation

Emerging	Developing	Proficient
- Let the child copy your carousel action first, then join the spoken stem while you hold the two cards. - Offer a partly guided match: place one body-part card and let them choose from two job cards only.	- After the main match, ask which part they used and what its job is, shown without saying the word. - Fast finishers draw feet with standing on the same journal page (met at the carousel).	- Invite a second job the same part might help with (legs: walking and running; feet: standing and walking). - Have them show their match quietly to a partner with their body and check if the partner agrees.

Cross-curricular hook

Link to PE and Irish life — county GAA players run and kick; Irish dancers point and spring with trained feet.