

living-things

More body parts we can name

Lesson at a glance

Open on the carpet by touching head and knees and inviting a quick copy. Model the six new names one at a time on your own body—head, neck, shoulders, elbows, knees, ankles—while children touch and say each word with you. Run a stand-up body-parts game, then pairs point and whisper the names (optional shared mirror check). Place each label on the board child figure together, touch the matching part, and close with a short talk on who uses these names when a part is sore.

Learning objectives

- Name more external body parts including head, neck, shoulders, elbows, knees and ankles
- Point to each named part on their own body
- Join in naming parts shown on a child figure on the board

Before the bell – prep

Clear a carpet patch so every child can stretch without touching a neighbour. Have the board child-figure interactive ready with the six names off to the side. Keep one large class mirror or two or three plastic hand mirrors aside to walk along the row—do not hand out a full set.

Materials

Item	Qty	Per	Source	Low-cost substitute
plastic hand mirror	2-3	class	classroom	one large class mirror held by the teacher; one mirror per pair is optional only if already ready and manageable in four minutes

Safety watch-point

Own-body touches only—no poking others. Soft bends at knees and ankles; no hard stamping. Give each child stretch space so they do not bump a neighbour.

**Teaching moves**

- **Getting Started:** Stand where all can see. Touch your head, then your knees, and invite a quick copy. Keep it playful and stop after those two—do not list every new word yet.
- **Body parts we will name:** Reveal each name only as you touch it on yourself: head, neck, shoulders, elbows, knees, ankles. Children copy one part at a time and say the word with you. Keep the board blank or very short—Senior Infants mostly cannot read a full list.
- **Body parts game:** Push chairs back. Call one part at a time; children touch it on themselves and chorus the name. Mix the order after the first round, then add a slow round and a silly fast round. Invite one or two confident children to be the caller while you join in.
- **Look and point:** Seat talk partners before you start. Say each prompt slowly—head, neck, shoulders, elbows, knees, ankles—while every child points on their own body and whispers the name to their partner. Walk one large mirror or two or three shared hand mirrors along the row only as an optional check; collecting a full set will eat the four minutes.
- **Name them on the board:** Open the figure with names waiting off to the side. Read one name aloud yourself, ask where it goes, invite a child up or the class to direct, then drop it on. Straight away the class points to that part on themselves and says it with you. Mix order later: point to a part and ask its name.
- **Who needs these names to help us?:** On the carpet, ask children to point to a part that has felt sore or bumpy, then who looks after us when a knee or elbow hurts. Hold back job titles until they offer ideas; draw out doctor and (in plain words) physio. Keep it to one or two examples and keep them pointing as they talk.
- **Remember and tidy:** Invite three children to name and touch one part each while you model. Celebrate joining in, not perfection. Collect mirrors, reset spaces, and optionally say aloud: tonight show a grown-up your elbows and ankles—oral only, no worksheet.

What it should show

Most Senior Infants will touch and say head, neck, shoulders, elbows, knees and ankles after the model-and-copy rounds, and help place those six labels on the board figure. Watch for wrist pointed as ankle, or the whole arm as elbow—gently guide the finger to the joint and re-say the name without fuss. Affirm fingers, tummy or toes if offered, then steer back to today's six.

Misconceptions & interventions

- **Some children point to the wrist when you say ankle.** — Gently guide their finger to the joint just above the foot, say 'ankle' again, and have the class touch ankles together so the correct place is felt, not only heard.
- **Some children wave the whole arm when you say elbow.** — Model finding the middle bend: 'I look and touch—yes, here.' Have them fold and stretch the arm once so they feel the elbow joint, then say the name with you.

Differentiation

Emerging	Developing	Proficient
• Stand beside the child and touch the part with them so they feel the place as they hear the name. • Let them point only at first; join the word on the second or third round.	• Mix the call order and add a slow-then-fast round so they listen, not only chant. • Whisper the name to their talk partner after pointing.	• Invite them to be the caller for one round of the game. • Ask them to place a label on the board figure and lead the class touch-and-say.

Cross-curricular hook

Links to PE movement games and Aistear/oral language—naming, turn-taking and talking about who cares for us when we are sore.