

living-things

More body parts we can name

Lesson at a glance

Open by inviting Senior Infants to touch head and knees, then model six new parts one at a time on your own body: head, neck, shoulders, elbows, knees, ankles. Run a stand-up naming game, then a sit-and-point round with talk partners and optional shared mirrors. On the IWB, place the six labels on the child figure in explore mode while the class points and says each name. Close with a short carpet talk on who needs these names to help 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. Keep one large class mirror or two or three plastic hand mirrors aside — not a full set. Open the child-figure interactive on the IWB in explore mode with labels unplaced.

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 only — no poking others. Soft touches on knees and ankles; no hard stamping. Manage shared mirrors so they are not waved or dropped.



Teaching moves

- **Body parts we will name:** Stand where all can see. Touch and name one part at a time on your own body — head, neck, shoulders, elbows, knees, ankles — and have children copy each one before you move on. Keep the board blank or short; do not post a full word list. Model aloud once: wonder, look, touch, name.
- **Body parts game:** Call one part at a time; children touch it on themselves and say the name with you. Mix the order after the first round, then add a slow round and a silly fast round. Invite one or two children to be caller while you join in. Watch that they stay in their own space.
- **Look and point:** Seat talk partners first. Use the six prompts slowly: show me your head... find your neck... and so on. Every child points on their own body and whispers the name to their partner. Bring the large mirror or a few hand mirrors along the row only as an optional check — do not pause the game for a full hand-out.
- **Name them on the board:** Read one label aloud, ask where it goes on the child figure, and let the class point or send one child up to place it. Snap it on, then have everyone touch that part on themselves and say the name. After all six, reverse: point to a part on the figure and ask its name. Stand the class if the back row cannot see.
- **Who needs these names to help us?:** Keep it oral and short on the carpet. Start from a sore or bumpy part children point to, then draw out doctor and (in plain words) physio as people who need the right name to help. Revoice in simple language; one or two examples is enough — not a careers talk.

What it should show

Most children will touch and say head, neck, shoulders, elbows, knees and ankles on their own body and help place those labels on the board figure. Common slips are pointing to the wrist for ankle or the whole arm for elbow — gently move the finger to the bend or the spot above the foot and repeat the name without fuss. Celebrate joining in, not perfect accuracy.

Misconceptions & interventions

- **Children point to the wrist when you say ankle.** — Guide their finger to the part just above the foot, say 'ankle' again, and have them wiggle the foot so they feel the joint move.
- **Children sweep the whole arm when you say elbow.** — Bend your own arm and place their finger on the middle bend: 'Elbow is this bend here.' Have them bend and straighten once while saying the name.

Differentiation

Emerging	Developing	Proficient
• Stand beside the child during the game and touch the part with them so they have a body model each time. • Accept point-only first; add the spoken name on the next round.	• Mix the call order and add a slow then fast round so they must listen, not only chant. • Have them whisper the name to their talk partner after each point.	• Invite them to be caller for one round of the body-parts game. • In the board step, ask them to name a part you point to on the figure before the label is touched.

Cross-curricular hook

Links to PE body awareness and Aistear role-play of doctor or physio using the same part names.