

living-things

The jobs our body parts do

Lesson at a glance

Open by cupping an ear and wiggling fingers so Junior Infants notice hearing and holding. Teach the word job, then place head, arms, hands, legs and feet labels on the body-figure interactive while the class points on their own bodies. Groups rotate five floor spots showing each part's job, then pairs match four body-part cards to four job cards and say the match aloud. They draw one clear match on the Investigation Journal page and share it with a body point.

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 class 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. Mark five clear floor spots and keep bags clear. Open the body-figure interactive in explore mode before the bell.

Materials

Item	Qty	Per	Source	Low-cost substitute
carousel body-part picture cards (ears, eyes, hands, legs, feet)	1	class	provided printable	simple drawings on sticky notes or scrap card
match body-part picture cards (ears, eyes, hands, legs)	1	group	provided printable	simple drawings on scrap card with the part name
match job picture cards (hearing, seeing, holding, walking)	1	group	provided printable	word cards with a simple sketch beside each job word
Investigation Journal page	1	pupil	provided printable	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:** Say the board idea once in child language: a job is what a body part is for. Hold up the ears card with the hearing card, cup your own ears, and model 'these two go together.' Repeat once with legs and three walking steps. Accept a main job for today; note briefly that a mouth can eat and talk.
- **Point to the part:** On the IWB interactive, place the five labels with the class. Before any job, say the landmark rule: eyes, ears and nose live in our head—point to the head on the figure, then to that part on your face. Walk briskly through head, arms (reach/lift only), hands, legs and feet; after each ask 'What job is that part doing?' and have everyone show it on their body.
- **Action carousel:** Model the first spot yourself, then send small groups to the five face-up cards. About one minute per spot; clap or chime to rotate. Stay central and feed the job name if a group freezes—'Ears... hearing!' Prefer two or three solid rotations over a rushed full circuit so every child shows at least two jobs.
- **Match the cards:** Model ears with hearing on the floor or IWB: 'Ears are for hearing.' Pairs work from two loose piles—parts and jobs. As pairs finish, one child holds up a match; ask the watchers 'Are they right? How do you know?' Steer each pair to one clear spoken sentence.
- **Show and draw:** Tell them to draw one body part matched with its job on the Investigation Journal page. Offer the stem aloud only: 'My ____ are for ____.' Scribe a label only if asked; celebrate the match, not spelling. Keep the page in class.
- **Make-sense talk:** Invite two or three children to stand, point to a part, and say its job. Revoice each match and have the class show agreement on their bodies. End with one short link—legs and feet work hard for GAA players and Irish dancers; who helps look after those bodies?—accept doctor or physio, then stop.

What it should show

Most children will match ears—hearing, eyes—seeing, hands—holding and legs—walking, and can show at least two jobs with their body. Affirm the main job for today's sentence. A child who points only to 'head' for hearing needs the landmark redirect: head is the home; point to the ears on your face.

Misconceptions & interventions

- **'Hands only hold'—children think one part does only one job forever.** — Accept the main job for today's match, then note once that some parts help in more than one way (hands hold and clap; legs walk and run). Keep the spoken sentence on one clear pair.
- **Children treat 'head' as the match for hearing, seeing or smelling.** — Restate the landmark rule and have them point to the head on the figure, then to ears or eyes on their own face. Head is the home of those parts, not the job card.

Differentiation

Emerging	Developing	Proficient
• Let the child copy your carousel action first, then try it alone; at the table, start them with the ears-hearing pair already half-matched.	• After one solid match, ask 'What job is that part doing?' and have them show it on their body before the next card.	• Invite a second job the same part might help with (legs: walking and running) or a quick feet-standing draw on the journal page from the carousel.

Cross-curricular hook

Link oral language: children practise the full sentence stem 'My ____ are for ____' while pointing on their body.