Parts of the body
by Jackie Holderness & Annie Hughes

Level 3 • Elementary

Age: Primary (6–11)
Language aims: To use language for parts of the body; to introduce connecting parts of the body
Time: 20–25 minutes
Student grouping: Pairs, whole class
Materials: One copy of the worksheet per student; scissors; an envelope for each child to keep their cards in; one set of cards cut out for you to use as a model
Language focus: *Arm, hand, face, leg, elbow, finger, foot, head, ear, knee, thumb, body; join*

Procedure

Step 1

Give a copy of the worksheet to each child and tell them to cut out all the cards.

Step 2

When they have finished, hold up each of your cards one at a time and ask 'What is it?' Elicit 'It's a hand,' 'It's an arm', etc. Teach any words that are new.

Step 3

Now draw a large stick person on the board and label *arm*, *hand*, *foot*, *leg*, *elbow*, *finger*, *head*, *face* and *body*. Point out how there is a connection between the following because they **join**: *face and head*, *head and body*, *body and arm*, *body and leg*, *arm and hand*, *hand and finger*, *leg and foot*, *arm and elbow*, *leg and knee*.

Step 4

Check understanding by asking 'Do the hands and the feet join?' ('No.') 'Do the fingers and the hand join?' ('Yes.')

Step 5

Show the children how to play the game by modelling it with a student. One complete set of cards is spread out on a table face down. Take it in turns to turn over two cards, saying what each card is as you turn it over. If the two cards are a 'joining' pair, for example *elbow and arm* or *body and leg*, the player keeps that pair of cards. If the player does not turn over a 'joining' pair, the cards have to be turned back over and it's the other player's turn. The winner is the player with the most of or all the cards.
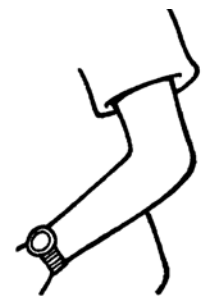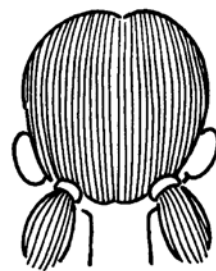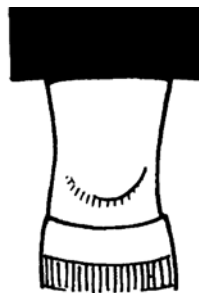
Step 6

Split the class into pairs and have them play the game once or twice.

Follow-up activity

Extend the game by adding more cards and playing for longer.

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