

Parts Have Jobs

Students match and identify structures by the jobs they help do.

1.5.F “describe the relationship between structure and function of objects, organisms, and systems; and”

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 MATCH JOBS

wing

•

•

roll

fin

•

•

fly

wheel

•

•

hold

handle

•

•

swim

2 CIRCLE PART

a

root

leaf

flower

b

knob

hinge

lock

HOW TO RUN THIS PAGE

Read all printed words aloud, since students will use your reading to make each mark. Model the relationship with a different example, such as, “A zipper helps close a coat.” Students show that a structure has a function by matching each part to its job and identifying a useful part.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • MATCH JOBS

SAY “Listen as I read the words in each column. Can you draw a line from each part on the left to the job it helps do on the right, then say, “A ____ helps ____”?”

- **wing** matches **fly**
- **fin** matches **swim**
- **wheel** matches **roll**
- **handle** matches **hold**

PART 2 • CIRCLE PART

SAY “Listen as I read the choices in every row. Can you circle the part that helps do the job I name?”

ROW	SAY	STUDENTS CIRCLE
a	Here are root, leaf, and flower. Which plant part helps take in water? Circle it.	root
b	Here are knob, hinge, and lock. Which door part helps the door swing? Circle it.	hinge

WHAT TO ACCEPT

Match wing to fly, fin to swim, wheel to roll, and handle to hold. Circle root in the first row and hinge in the second row. Accept an oral relationship statement that correctly tells how the part helps with its job.