

Animal Body Jobs

Students connect animal body parts with jobs they help animals do.

K.13.B “identify the different structures that animals have that allow them to interact with their environment such as seeing, hearing, moving, and grasping objects;”

NAME _____

DATE _____

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

1 CIRCLE A PART _____

a	ears	eyes	legs
b	claws	ears	legs
c	legs	claws	eyes

2 MATCH JOBS _____

ears	•	•	grasping
wings	•	•	hearing
claws	•	•	moving

HOW TO RUN THIS PAGE

Tell students that animals use body parts to do different jobs in their surroundings. Give this example before starting: A fish uses fins to swim through water. Read every printed word aloud as students make their marks.

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

PART 1 • CIRCLE A PART

SAY “Look at the three big words in each row. I will read the words, then you will circle the word that answers my question.”

ROW	SAY	STUDENTS CIRCLE
a	Which word names a body part an animal can use for seeing? I will read the words: ears, eyes, legs. Circle the word you choose.	eyes
b	Which word names a body part an animal can use for moving? I will read the words: claws, ears, legs. Circle the word you choose.	legs
c	Which word names a body part an animal can use for grasping an object? I will read the words: legs, claws, eyes. Circle the word you choose.	claws

PART 2 • MATCH JOBS

SAY “Look at the body-part words on the left and the job words on the right. I will read each word. Can you draw a line from each body part to the job it helps an animal do?”

- **ears** matches **hearing**
- **wings** matches **moving**
- **claws** matches **grasping**

WHAT TO ACCEPT

Circle rows: eyes, legs, claws. Match ears to hearing, wings to moving, and claws to grasping. Accept a clearly intended circle or line.