Draw and Label Body Parts: Vocabulary Worksheet Plan

Original task 1 / complete key

Task 1

A figure has boxes pointing to the head and the foot. The word bank lists head and foot. Write both labels and describe a detail sketch for each.

Answer: Write head in the head box and foot in the foot box. Sketch the head as an oval with two eyes; sketch the foot as an outline with five toes.

Reason: Each word is matched to its pointer, and each sketch shows a defining feature.

Check: Read each label against the bank and confirm the sketch shows eyes or toes.

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Original task 2 / complete key

Task 2

A row has a 3 cm label box and a 4 cm sketch column. What total width is needed before spacing?

Answer: 7 cm.

Reason: 3 cm plus 4 cm equals 7 cm; units are consistent.

Check: Add 3 and 4 and confirm the unit is cm.

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Original task 3 / complete key

Task 3

A learner writes arm in the leg box. Describe the correction.

Answer: Erase arm, write leg in the leg box, and write arm in the arm box after tracing both pointer lines.

Reason: The pointer line identifies the correct part.

Check: Trace each line from box to part and compare labels with the bank.

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Original task 4 / complete key

Task 4

A learner draws a hand with three fingers. Is this valid under the rubric?

Answer: It can be valid if the sketch is recognizable as a hand and labeled correctly; the rubric requires at least one defining feature, not a fixed finger count. If the sketch is ambiguous, add a clearer defining feature such as separated fingers.

Reason: The rubric rewards clear part recognition and a defining feature, and it allows valid alternatives rather than one universal drawing style.

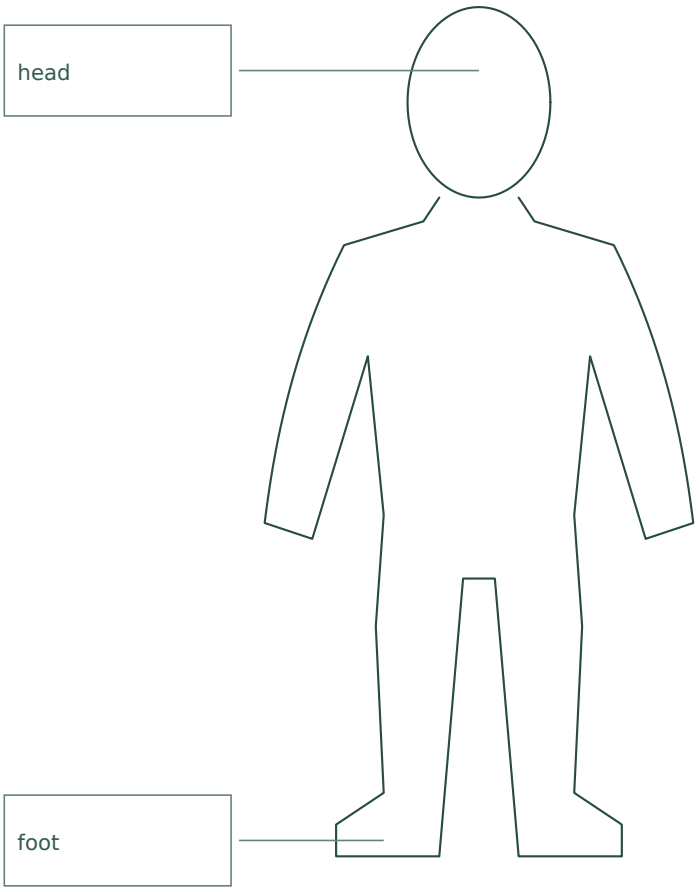
Check: Ask whether a viewer can identify the part from the sketch and label; if not, add or clarify one defining feature.

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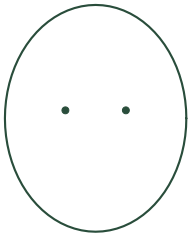
Task 1 / answers

Body-part vocabulary / simple outline convention / word bank, pointers and detail space

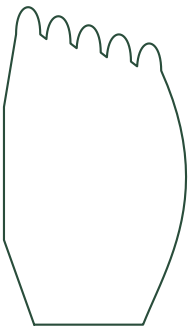
WORD BANK: head / foot



head / two eyes



foot / five toes

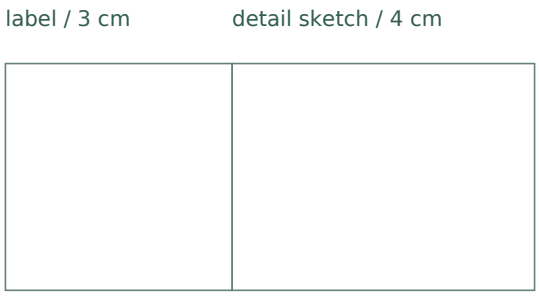


Five selected vocabulary targets are head, arm, hand, leg and foot. A pointer must touch its named part. The figure is intentionally a simple outline, not anatomical study. The worked model hand has five fingers; Task 4 explicitly allows a recognisable alternative rather than imposing five on every learner sketch.

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Task 2 / answers

Body-part vocabulary / simple outline convention / word bank, pointers and detail space



Before spacing: 30 + 40 = 70 mm = 7 cm

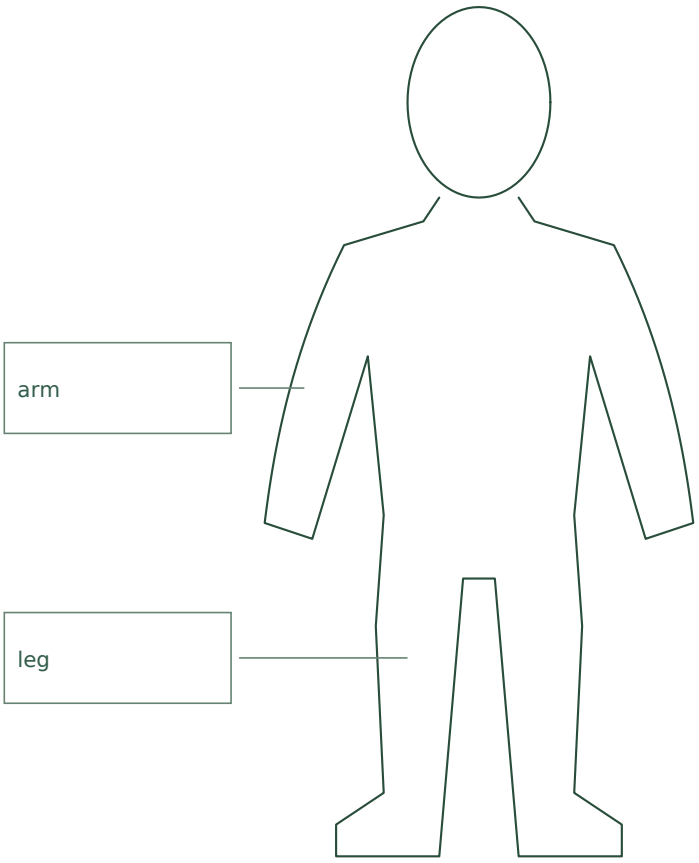
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Task 3 / answers

Body-part vocabulary / simple outline convention / word bank, pointers and detail space

WORD BANK: arm / leg



GIVEN: arm written in leg box

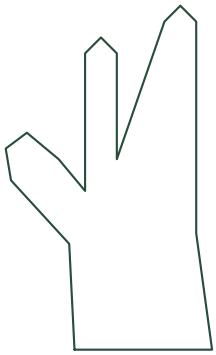
Correction: trace the pointer first. Erase arm from the leg box, write leg there, and put arm in the arm box. The key above shows corrected labels; the original mistaken claim remains stated separately.

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Task 4 / answers

Body-part vocabulary / simple outline convention / word bank, pointers and detail space

GIVEN / learner hand



Potentially valid: the rubric does not mandate a fixed finger count. Recognition and a correct label decide. A clearer separated-finger feature is one optional improvement; do not call every stylised three-digit example invalid.

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Source rubric / reflection

- [ ] All labels match the word bank spelling.
- [ ] Each label is in the correct box for its part.
- [ ] Each detail sketch shows at least one defining feature of the part.
- [ ] Labels are legible and placed in the correct boxes.
- [ ] Memory figure is completed before checking the bank.

Reflection: What did you check, what did you change, and what will you try next?