



## COMMUNITY HELPERS AND THE TOOLS OF THEIR TRADE

**Learning Objectives:** The students will...

1. Identify jobs in the community and explain why people have jobs.
2. Analyze how community helpers assist their local community.
3. Associate community helpers with the tools they use to perform their jobs.
4. Obtain information about community helpers from pictures.
5. Communicate ideas in oral and visual forms.
6. Enhance their critical thinking skills.

**TEKS:** K.6A, K.14A&C, 1.17A & D, 2.16F

**Materials Needed:** Mystery Box, a set of Community Helpers Matching Cards, drawing paper, crayons

**Vocabulary:**

1. Job—A position of work that pays you money.
2. Tools—Devices used by people to help them do their job.
3. Work—What a person does to earn a living.
4. Community Helper—A person in the community who performs a job that helps others.

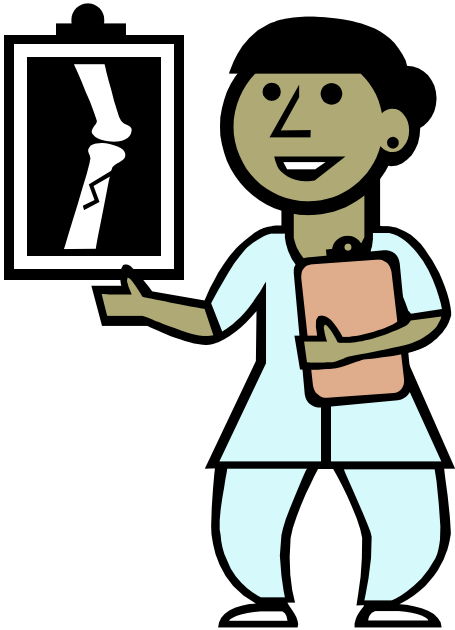
**Teaching Strategy:**

1. Preceding the lesson, the teacher should prepare a “Mystery Box” containing items or tools that would be used by a selected community helper. (Example: A dentist’s box could contain a toothbrush, dental floss, toothpaste, a tooth, rubber gloves, etc.) The teacher should also make print one set of the Community Helpers Matching Cards.
2. To introduce the lesson, tell students that a “Mystery Box” was left in the classroom, and you need their help to determine to whom the box belongs.
3. Reveal the items in the box, one at a time, until students correctly identify the occupation of the owner of the “Mystery Box.” Emphasize how we benefit from this community helper.
4. Lead a discussion concerning why people have jobs. Have the class brainstorm types of jobs people perform that help the community and record students’ responses. As students share their ideas, have them explain how that person helps the community.
5. Give half of the students in the class a Community Helpers Matching Card with the picture of a community helper and the other half of the students a card with a picture of a “tool of the trade.” Tell students that they have either a picture of a community helper or the tool(s) a community helper uses to perform his/her job. Instruct students find the correct partner so that the community helper and tools match. Have the partners share their “trade and tool” with the class.
6. Ask students to think about a job they would like to have when they grow up. Give each student a piece of drawing paper and instruct them to draw a picture of themselves performing the job they chose. (Optional: Have students include “tools of the trade.”) The following open-ended phrase may be included on the picture: “I would like to be a(n) \_\_\_\_\_ because \_\_\_\_\_.”

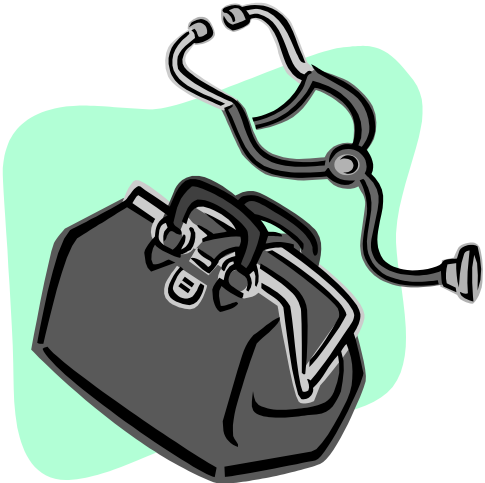
**Extension for Gifted/Talented:**

1. Have students brainstorm the occupations of community helpers for every letter of the alphabet and then create a class alphabet book of community helpers and/or their tools.
2. Allow each student, or pair of students, to select a community helper. Have the student(s) create a collage representing the tools and ways their community helper assists the community. Have the other students to try to guess which community helper is represented by each collage.

Community Helpers Matching Cards



Doctor



Police Officer

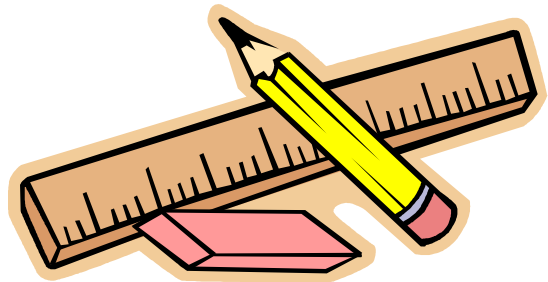




Fire Fighter



Teacher

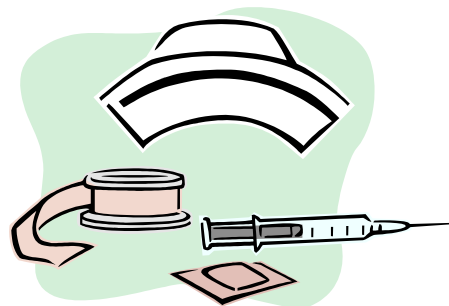




Farmer

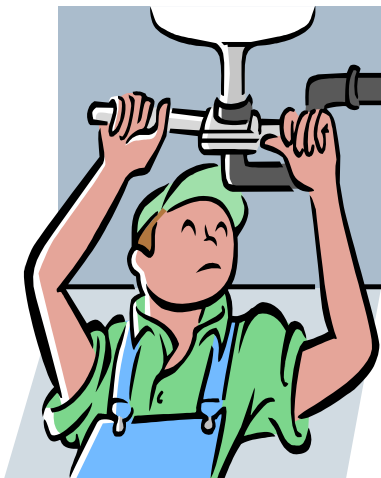


Nurse

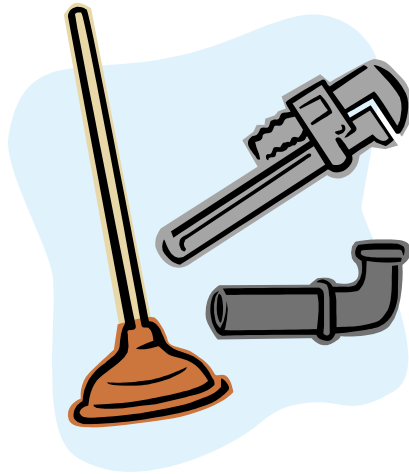




Carpenter

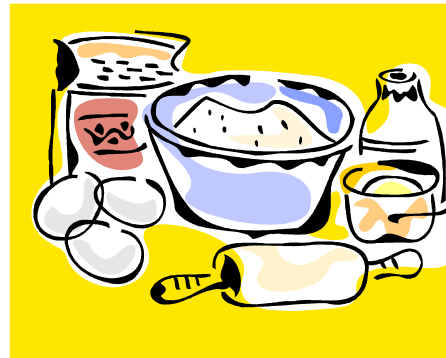


Plumber





Baker



Postal Worker





Barber



Cashier

