

# Social Studies

## Community Helpers

### Kindergarten

**State Standard(s):** KSDE Social Studies Standard Focus 3: Community - Societies are shaped by the identities, beliefs, and practices of individuals and groups.

**Student Learning Objective(s):** TSWBAT identify different types of helpers that are in the community and explain how these jobs benefit the community.

- **Resources and Materials**
  - o [Jobs in My Neighborhood](#) video
  - o [Community Helpers graphic organizer](#)
  - o [Job Match worksheet](#)
  - o Pencil
  - o Coloring utensils
- **Lesson**

#### Anticipatory Set:

I will begin by playing this [music video](#) about jobs in my neighborhood.

#### Input:

I will draw sticks and have each student tell me about a community helper they have seen around their neighborhood. They will briefly explain to me what their job/occupation entails, and I will write their responses on the board. After each student has had a chance to speak, I will have them turn and tell their partner what job they would like to have in the future and why they want to have that job.

#### Modeling:

Once each student has shared with their partner, I will ask the class, "What would happen if there were no community helpers?" (wait for responses). I will then follow up and explain that if there were no community helpers, our community would not be safe, healthy, or fun to live in. I will then model filling out the [graphic organizer](#) using a teacher as an example. I will draw a picture of a teacher and add a couple of items that are associated with teachers (apple, book, etc.). I will then write a sentence about how teachers help our community (*Teachers help students learn.*) **ask students for help spelling the sentence\*\*\***

#### Guided Practice:

The students will then work with their partner to complete the worksheet. They can choose their own community helper (*I will refer them to the list of helpers the class created in the beginning of the lesson*) and they will repeat the directions (draw a picture, add a few items he/she uses, and write a sentence explaining why he/she is important to the community). They can choose the same occupation or different ones. Add color and detail! When finished, bring me your paper to check it.

#### Independent Practice:

Students will now work on their own to match the community helper to their important duty on this [worksheet](#). I will read each duty to the students in order to make sure they know what it says. Once finished, they can color their page while waiting for their peers to finish.

#### Closure:

To finish the lesson, I will call on a few volunteers to share what job they would like to have when they are older and why they want that job. We will see how many future community helpers there are in our class!