



## Objectives

- Students will be able to identify different types of helpers that are in the community and explain how their jobs benefit the community.
- Students will identify needs/wants of a community.
- Students will recognize similarities among community helpers.
- Students will describe the different jobs of community helpers.

## Materials

SMART Notebook/SLSO, Google Classroom, literature, web resources for introducing community helpers (i.e. BrainPop, BrainpopJr, YouTube), webcam/recording devices

## Essential Vocabulary

Community, helper, services, benefit, role, needs, wants, dependence

## Standards

- **2.9:** A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.
- **2.9b:** Members of a community specialize in different types of jobs that provide services to the community (firefighters, police officers, sanitation workers, teachers, etc.)

## Teacher Technology Skills

- Signing in to SLSO as a teacher
- Accessing "Activities" templates (i.e. Super Sort)
- Creating/customizing SMART Lab Activities
- Creating interactive handouts
- Sharing activities with students
- Posting a question/creating an assignment on Google Classroom

## Student Skills

- Signing in to SLSO as a student
- Interacting with (annotating) SLS handouts
- Submitting/marking work as complete on SLSO
- Responding to a question/submitting an assignment on Google Classroom



## Procedure

1. Conduct a virtual read-aloud or access an age-appropriate internet video (i.e. BrainPopJr) focused on community helpers.
2. *Concept Mapping* – Whole class activity to activate prior knowledge/review examples of community helpers from introductory read aloud and/or video.
3. *Categorizing* – Provide opportunity for independent practice with categorizing community helpers into general roles (community helpers who keep up safe, community helpers who keep up healthy and community helpers who help run the community) using pre-created templates on SMART Notebook/Class Lab Activities.
4. *Matching* - Provide opportunity for independent practice with identifying the specific job descriptions of selected community helpers using pre-created templates on SMART Notebook/Class Lab Activities.

## Extension Activities

**Homework:** Students can respond to the following prompts on Google Classroom. The questions can either be posed as a “question” so students can view each other’s responses and reply to one another. The prompts could also be posted as an assignment if it is desired to give students a grade for their submissions.

*Prompts:*

1. *How can you become a community helper?*
2. *What would happen if there were no community helpers, for example police officers, doctors or teachers?*

**Project:** To have students to apply their newly acquired knowledge about the role of community helpers and explore their creative abilities, students can select a favorite community helper. To strengthen their writing skills, have students write two or more sentences about their community helper. To accompany their writing, students can either create an original drawing of the community helper they chose (in uniform if they wear one) or dress up as their selected community helper. If they choose to dress up,



students can record themselves reciting their sentences and post for classmates on any LMS, such as Google Classroom.