

Who is who in your school community? In this lesson, students will learn about the people who work at their school and how everyone helps each other to keep the school running safely.

Learning Objectives

Students will be able to describe and write about one school community helper and explain how that person contributes to keep the school community safe and happy.

Materials and preparation

MATERIALS

- School Helpers PowerPoint
- Photos of various school helpers (outlined in PPT template)
- School Community Helpers worksheet
- Whiteboard or Chart Paper
- Dry erase or regular marker
- Interactive whiteboard or computer (to display PPT presentation)
- Teacher copy of [Community Helper Hunt](#)

Key terms

- community
- contribute

PREPARATION

- Add the appropriate names and pictures of school community helpers to the PowerPoint presentation.

Attachments

- PPTX
School Helpers PPT
- PDF
School Community Helpers

Introduction (2 minutes)

- Tell your students that they are part of a school community. Ask the class if anyone knows what a community is.
- After some discussion, define **community** as a group of people who work together to achieve a common goal.
- Explain that everyone at school contributes in their own special way to make sure students learn safely and happily. Give an example of a person at school, and a contribution that they make. For example: "The custodian at our school cleans up everyday. The custodian makes sure that we avoid slipping on garbage in the hallway, or getting sick from germs."

- Tell the students that **contribute** means to help. Explain that people can contribute in different ways, like helping students read, helping to clean, or helping to organize an event at school.

Explicit Instruction/Teacher modeling (5 minutes)

- Display the PPT presentation, and walk through it with your class.
- On each slide, name and introduce the pictured School Helper. For example: "This photograph shows our principal, Mr. Jones." Be sure to add say details to the students about how each helper contributes to the school community.

Guided Practice (10 minutes)

- List some of the key terms, like office, cafeteria, and library, on the board for students to use in their writing and their oral descriptions.
- Review the presentation's slides over again, pausing after each one and asking students to turn and talk with a partner to answer the questions: "How does this School Helper contribute? What does this person do to help students and the school community? What events, or situations, does this person help with?"
- Gather ideas from the students and jot down notes about each School Helper on the whiteboard or chart paper. For example: "The school nurse is Mr. Brown. He helps our community by taking our temperature if we're not feeling well."
- Prompt students to add more details when necessary by referring to the key terms on the board, or by giving them sentence starters to complete.

Independent working time (15 minutes)

- Distribute the School Community Helpers worksheet.
- Invite students to choose one community member from their school and to draw that person in the space provided.
- Have students describe their chosen helper to their elbow partner. Encourage them to think about some of the details and vocabulary they used already in class when discussing their helper with their partner.
- Ask students to fill in the blanks to name that person and describe what they do to help the school community.
- Prompt students to think about examples we already shared in class and to use some of the words in their own writing that you wrote on the board or chart paper.

Differentiation

Support:

- Allow students to use the notes you jotted on the board/chart paper to help generate ideas for their writing.
- Encourage students to use a word wall or their vocabulary journals to help them come up with ideas for their writing.
- Have students say their answers aloud before writing them on their papers.
- Allow students to dictate their answers and complete their drawings for the worksheet. Ask them what they drew to encourage more details.
- Provide sentence stems to help students share additional information, either in writing or orally:
 - "___ works at school in the ___ office."
 - "This helper likes to ___."
 - "I see this helper contribute ___"

Enrichment:

- Students who finish quickly should be given an opportunity to write or talk more about their chosen School Helper. Ask them guiding questions like:
 - "What else does this community member do to help our school?"
 - "What else does this community do to help in the school?"
 - "What has this community member done to help you?"

- "What tools does this helper use?"
- Ask advanced students to compare/contrast their chosen school helper to another community helper, such as a doctor or police officer.

Assessment (5 minutes)

- Review the School Community Helpers worksheet to ensure that student responses are accurate and connect to the concept of community.

Review and closing (10 minutes)

- Ask students to gather together with classmates who chose the same School Helper. Have them present their worksheet to their classmate. Remind them to orally mention the things the helper does to contribute to the school and to add as much detail as possible.
- Challenge students to compare and contrast their worksheet with their classmate's worksheet. Students should consider the answers to the following questions: "Which students wrote the same ideas about their School Helper? Which students had different ideas?"