

CL-12A

Career Exploration

Grades K–1

Post-secondary Planning and Career Readiness

Community Helpers and Their Tools

Students meet helpers at school and in the community, match each helper to a tool, and learn three job skills that show a job done well.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Whose Tool? Game

BIG IDEA Every job has tools. A job done well uses the three job skills.

1 I CAN

- ☐ name helpers at school and in our community.
- ☐ match a helper to a tool.
- ☐ show the three job skills: be on time, work as a team, do your best.

KEY WORDS / PALABRAS CLAVE

job	trabajo
tool	herramienta
community helper	ayudante de la comunidad
on time	a tiempo
team	equipo
do your best	dar tu mejor esfuerzo

2 MATERIALS

- ☐ A paper bag with three tool pictures cut from one copy of p. 6: stethoscope, broom and fire truck
- ☐ Projector page (p. 4) on the document camera, or copied onto chart paper
- ☐ Worksheet (p. 5), one per student, and crayons or pencils
- ☐ Extension: Whose Tool? picture page (p. 6)
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Print p. 6 twice. Cut the stethoscope, broom and fire truck pictures from one copy and put them in the paper bag.
- Copy p. 5 and p. 7, one per student. Print p. 4 once. Practice the three job-skill signals.

3 STANDARDS

Texas Model
5th ed., 2018

Post-secondary Planning and Career Readiness

ASCA Standards
Mindsets & Behaviors, 2021

M 6 Understanding that postsecondary education and lifelong learning are necessary for long-term success · B-LS 7 Long- and short-term academic, career and social/emotional goals

Social Studies TEKS
K §113.11(c)(6)(A)–(B)

(A) identify jobs in the home, school, and community · (B) explain why people have jobs. School and community jobs are used.

Social Studies TEKS
Gr 1 §113.12(c)(9)(A)

describe the tools of various jobs and the characteristics of a job well performed

Health TEKS
Gr 1 §115.13(b)(2)(A)

identify types of health care professionals and describe the services they provide such as medical checkups, dental exams, and vision and hearing screenings. Partial fit: the school nurse uses a stethoscope at checkups.

Character traits
TEC §29.906(b)(2), (5)

trustworthiness, including ... reliability, punctuality, ... · responsibility, including accountability, diligence, perseverance, ...

4 THE LESSON

HOOK 3 min

SAY "Today we'll talk about story characters, not real people. We'll use the names in the stories. Nayeli is a story character in first grade. Her class is going on a helper walk. Look! Nayeli found a mystery bag of tools. A tool is something that helps a worker do a job."

DO Pull out one picture at a time. Students call out whose tool it is.

TOOL 1 Stethoscope: the school nurse uses it to listen to a heart at a checkup.

TOOL 2 Broom: the custodian uses it to keep our school clean.

TOOL 3 Fire truck: firefighters ride it to put out fires.

ASK "Why does the nurse need a stethoscope?" Take two answers, then say: "Tools help helpers do their jobs."

TEACH 5 min

DO Show the projector page. Point to each helper and tool; the class says the helper's name. Ask, "Does this helper work at school or in our community?"

SAY "A job is work people do to help others and earn money. People use the money for the things they need. On her walk, Nayeli sees helpers do a job well. They use three job skills."

1 Be on time. The bus driver comes at the same time every day. Signal: tap your wrist like a watch.

2 Work as a team. Two cooks carry the big pot together. Signal: lace your fingers together.

3 Do your best. The custodian cleans every table, even the sticky ones. Signal: show strong arms.

Mix helpers on purpose: say "she" for the firefighter and "he" for the nurse. Anyone can learn any job.

PRACTICE 9 min

DO · 2 MIN Which job skill? Read each one; students show the signal.

TEAM 1. Two firefighters hold the hose together.

ON TIME 2. The mail carrier brings the mail at the same time every day.

BEST 3. The farmer checks every plant, row by row.

NOT YET 4. The baker comes late, so the bread is late. Which job skill can he use?

Item 4: be on time (tap your wrist). Say, "When the baker is on time, everyone gets bread."

DO · 7 MIN Worksheet. Help students write their name. Part 1: read each helper's name; students draw a line to the tool. Part 2: read each sentence twice; students circle YES or NO.

Answer key. Part 1: firefighter–fire truck, nurse–stethoscope, cook–pan, farmer–tractor, teacher–books, mechanic–wrench. Part 2: Yes 1, 2, 4; No 3, 5.

WRAP-UP 3 min

SAY "Nayeli's helper walk is over. She saw helpers use tools and job skills. Show me all three job skills!" Name each one; students show the signal: be on time, work as a team, do your best.

CHECK "Two farmers carry a big basket of oranges together. Show me the job skill." (Work as a team: lace your fingers.) Give the family letters to the teacher for take-home folders.

Short on time? Read practice items 1 and 4 only, and do worksheet Part 1 together as a class.

5 OPTIONAL EXTENSION · 10 MINUTES

Whose Tool? Game. Show page 6 on the document camera. Point to a tool; students act out the helper using it, in their own spot.

- 1 Warm up: point to each tool. The class names the helper and says “school” or “community” (2 minutes).
- 2 Play: point to a tool and ask, “Whose tool?” Students stand by their seats and act out the helper using it, such as sweeping the floor. Then the class says the helper’s name together (6 minutes).
- 3 Last round: point to a tool and name a job skill. Students act out that helper doing the job well, such as two firefighters working as a team (2 minutes).

Act out only the job, in your own spot: no running and no touching. Any student can act out any helper. Helpers: 1 nurse · 2 custodian · 3 firefighter · 4 bus driver · 5 cook · 6 farmer · 7 mechanic · 8 mail carrier · 9 teacher · 10 barber · 11 dentist · 12 carpenter (accept any that fit).

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

Show each picture as you say its name. Point out cognates: *estetoscopio*, *tractor*, *mecánico*, *comunidad*. Let partners name the tools in Spanish first. Frame: “The ___ uses a ___.”

EXTRA SUPPORT

Read every item aloud and point to each picture. Students may point to the match before they draw the line. Shorten Part 1 to items 1–4 if needed.

STRETCH

Ask: “Why do people have jobs?” (To help others and earn money.) Early finishers draw one more tool for any helper on the back.

7 QUICK CHECK

During practice: if many students mix up the signals, act out one more helper from Nayeli’s walk before the worksheet.

After class: I collect the worksheets and sort them into “all matched” and “not yet.” They go home through the teacher the next day.

The worksheet is about story helpers, not the child, so it is fine to collect.

8 PICTURE BOOKS (OPTIONAL)

Whose Hands Are These? by Miranda Paul (Millbrook, 2016). Rhyming riddles about workers’ hands; students guess each job. A perfect warm-up for the Whose Tool? game.

Career Day by Anne Rockwell (HarperCollins, 2000). Children in one class bring visitors who share their jobs. Read it as the characters’ story; don’t ask students about their own families’ jobs.

The lesson works without a book. Preview any book before you read it to a class.

9 KEEP IT GOING SCHOOLWIDE · CYCLE 12

MORNING ANNOUNCEMENT

EN “Good morning, Yellow Jackets! Every job has tools. Today, notice a helper at school using a tool, and use your job skills: be on time, work as a team and do your best!”

ES “¡Buenos días, Yellow Jackets! Cada trabajo tiene sus herramientas. Hoy, fíjense en un ayudante de la escuela que use una herramienta, y usen sus habilidades para el trabajo: lleguen a tiempo, trabajen en equipo y den su mejor esfuerzo.”

HALLWAY IDEA

Post a big paper “Yellow Jacket Helper Toolbox” near the office. Each K-1 class adds a paper tool labeled with a helper and its class name, such as “Room 12: the custodian’s broom.”

TEACHER TIP

Name it when you see it: “You lined up on time and helped your table team clean up. Those are job skills!”

If a student shares something personal: keep the lesson on the characters. “Thanks for telling me. Let’s think about what Nayeli could do.” If what the student said worries me, I follow up after the lesson using district procedures and my reporting guides (LR-01, CS-01).

Every job has tools.

A job is work people do to help others and earn money.

1 Helpers at school



Teacher
books



Nurse
stethoscope



Custodian
broom

2 Helpers in our community



Firefighter
fire truck



Farmer
tractor



Mail carrier
letters

Job Skills · A job done well



Be on time.



Work as a team.



Do your best.

Llega a tiempo · Trabaja en equipo · Da tu mejor esfuerzo



Anyone can learn any job!

Community Helpers and Their Tools

A job is work people do to help others and earn money.

Part 1 Whose tool? Draw a line from the helper to the tool.



firefighter



wrench



nurse



fire truck



cook



books



farmer



stethoscope



teacher



tractor



mechanic



pan

Part 2 A job done well? Circle YES or NO.

1



The bus driver is on time.

☒ YES

☐ NO

2



The cooks work as a team.

☒ YES

☐ NO

3



The mail carrier comes very late.

☒ YES

☐ NO

4



The firefighter checks her truck.

☒ YES

☐ NO

5



The mechanic gives up.

☒ YES

☐ NO

Whose Tool?

Look at the tool. Who uses it? Act it out in your own spot!



1. stethoscope



2. broom



3. fire truck



4. school bus



5. pan



6. tractor



7. wrench



8. letters



9. books



10. scissors



11. toothbrush



12. hammer

Job Skills · A job done well



Be on time.



Work as a team.



Do your best.



Anyone can learn any job!

Community Helpers and Their Tools

Los ayudantes de la comunidad y sus herramientas

Family letter · Carta para la familia · Grades K-1 · Grados K-1



ENGLISH

Dear Family,

This week, your child's class had a lesson about **community helpers and their tools** with the school counselor. A job is work people do to help others and earn money. We matched helpers like nurses, firefighters and farmers to the tools they use, and we learned what a job done well looks like.

THREE JOB SKILLS

Be on time · Work as a team · Do your best. Helpers use these skills to do a job well. Children can use them at school, too.

TRY THIS AT HOME

1. When you are out in your community, point out helpers and their tools: "The crossing guard uses a stop sign to keep kids safe."
2. Play "Whose tool?": name a tool, like a broom, a hose or a wrench, and let your child name a helper who uses it.

TALK ABOUT IT AT HOME

"Why do people have jobs?"

Your child may bring home a worksheet about helpers and their tools. Ask your child whose tool each one is. Learning in school now, and after high school later, opens the door to many jobs.

ESPAÑOL

Estimada familia:

Esta semana, el grupo de su hijo(a) tuvo una lección sobre **los ayudantes de la comunidad y sus herramientas** con la consejera escolar. Un trabajo es lo que hacen las personas para ayudar a otros y ganar dinero. Relacionamos a ayudantes como enfermeros, bomberos y agricultores con las herramientas que usan, y aprendimos qué se necesita para hacer bien un trabajo.

TRES HABILIDADES PARA EL TRABAJO

Llegar a tiempo · Trabajar en equipo · Dar su mejor esfuerzo. Los ayudantes usan estas habilidades para hacer bien su trabajo. Los niños también pueden usarlas en la escuela. (En clase usamos las palabras en inglés *Be on time, Work as a team, Do your best.*)

PARA PRACTICAR EN CASA

1. Cuando anden por la comunidad, muéstrole a su hijo(a) a los ayudantes y sus herramientas: "El guardia de cruce usa su señal de alto para cuidar a los niños."
2. Jueguen a "¿De quién es la herramienta?": diga el nombre de una herramienta, como una escoba, una manguera o una llave inglesa, y deje que su hijo(a) diga qué ayudante la usa.

PARA PLATICAR EN FAMILIA

"¿Por qué trabajan las personas?"

Es posible que su hijo(a) traiga a casa una hoja de trabajo sobre los ayudantes y sus herramientas. Pídale que le diga de quién es cada herramienta. Lo que se aprende en la escuela ahora, y más adelante después de la preparatoria, abre la puerta a muchos trabajos.

You are welcome to see any counseling lesson or handout. Call the school office at **956-262-4741** and ask for me.

Mrs. Handy, School Counselor

Puede ver cualquier lección o material de consejería cuando guste. Llame a la escuela al **956-262-4741** y pregunte por mí.

Sra. Handy, consejera escolar