Who Helps Us?

Identify authority figures and explain why they are needed.

K.C.1.2 "Describe authority figures in the school and community (e.g., principal, police officers) including why they are needed."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE WHO

a | teacher | principal | police

b | police | teacher | principal

2 MATCH WHY

teacher	•	•	safety
principal	•	•	learning
police	•	•	rules

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HOW TO RUN THIS PAGE

Read the printed words aloud and give each child time to circle and match. Listen as each child describes a school and a community authority figure, and record any support separately.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · CIRCLE WHO

SAY "Listen as I read the words in each row. Circle one word, then tell me what that person does and why we need them."

ROW	SAY	STUDENTS CIRCLE
a	The words are teacher, principal, police. Who leads the whole school and helps make school rules?	**principal**
b	The words are police, teacher, principal. Who helps keep people safe in the community and responds to danger?	**police**

PART 2 · MATCH WHY

SAY "On the left are teacher, principal, and police. On the right are safety, learning, and rules. Draw a line from each person to a reason we need them. Then tell me what a principal does for our school and why we need one, and what a police officer does for our community and why we need one."

- **teacher** matches **learning**
- **principal** matches **rules**
- **police** matches **safety**

WHAT TO ACCEPT

Circle principal, then police. Match teacher to learning, principal to rules, and police to safety. Accept spoken descriptions that explain how the principal leads the school and how police officers help keep the community safe; record any support separately.