



Children's  
Discovery  
Museum  
of San Jose

## California Content Standards

### Visual and Performing Arts:

- Visual Arts –  
1.2, 2.2, 2.4, 2.6, 2.7
- Theatre 2.3, 3.2

### History-Social Science:

- K.3, K.4.3, K.4.4,  
K.4.5

### English- language Arts:

- Reading 2.5
- Writing 1.1
- Listening and  
Speaking 2.1

# Streets

## Teacher's Guide: Kindergarten



### What's Going On?

CDM's **Streets** are a miniature version of a working city. Children see first hand the people and systems that ensure the city's essential services keep running smoothly. The activities described in this guide help children understand the many different people and jobs that contribute to a community.

### Before You Visit

**Before You Visit CDM**, read a book about community helpers and create career-linked puppets.

### During Your Visit

**During your visit to CDM**, let the children play in the Museum streets.

### After Your Visit

**After Your Visit**, design a miniature town with homes, shops, and public services.



# Before You Visit Jobs People Do

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## What you'll need:

- ❑ Chart paper
- ❑ Puppet making materials  
Foam, wooden dowels, felt squares, small felt or foam shapes, wiggly eyes, glue, fabric squares, tissue paper, pipe cleaners, cotton balls, fabric markers, etc.  
*(To go beyond the paper bag puppet, but still keep things simple, try making a sock puppet or try inserting a wooden dowel into an approx. 4" diameter x 1" deep foam circle. The circle becomes the puppet's head, while the dowel is a frame for arms, legs, clothing, and props.)*
- ❑ Book about community helpers such as: *Community Helpers*, by Sharon MacDonald

*Community Helpers from A to Z*, by Bobbie Kalman

*On the Town: A Community Adventure*, by Judith Caseley

## Objective:

Learn the different types of jobs people do.

## What to Do:

1. Read aloud a book about community helpers. Create a chart listing "Jobs People Do" using examples from the book and other jobs that children are aware of.
2. Let each child choose one job from the list. They will create a puppet who performs that job. Children should be encouraged to think about specialized clothing required for the job (for example, police officers' uniforms or safety gear for firefighters) and equipment or tools used (for example, scissors for a hair stylist or a stethoscope for a doctor) and to incorporate these into their puppets.
3. Give children ample time to complete their puppets.
4. Collect all of the puppets and display them in a central area of the room. Gather the children together where they can see all of the puppets. Give each child a turn to tell a riddle about his or her puppet. For example, a child may say, "I take care of people who are sick. I work in a hospital and use a stethoscope." Then, ask the other children try to guess which puppet was made by that child.

## Assessment:

Are children aware of the wide variety of jobs people?

## Extensions:

- Create a "phone directory" for the puppets by having each child note the puppet's name, where he or she works, and a brief one to two sentence summary of the job he or she does.
- Place community helper clothing and tools in the dramatic play center.
- Have the children act out or pantomime community helpers for other children to guess.
- Invite speakers in to the classrooms to describe the jobs that they do.
- Ask different children to interview members of the school community – a teacher, the secretary, the nurse, the janitor, etc. – about the jobs that they do.
- Take field trips to the post office, the fire station, the police station, a grocery store, etc. to see the variety of jobs in your community.



Streets Teacher's Guide: Kindergarten

# During Your Visit Guided Exploration of the Exhibit

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## What you'll need:

- Hands, feet, bodies, eyes, and brains

## What to Do:

Let the children play in the Museum **Streets**. Insert yourself into their play to highlight the work that people do to keep a city running smoothly. For example, city workers perform valuable services by putting out fires, driving patients to the hospital in an ambulance, and delivering mail. Talk to children about the work that is done "behind the scenes." Who programs the traffic lights? Who makes sure that electricity travels from the generator to their houses?



# After Your Visit

## Making a Town

### What you'll need:

- Pint-sized (school lunch) milk cartons, 2 per child – clean the milk cartons with warm water and detergent
- Chart paper
- Various colors of tempera paint mixed with glue – ½ tempera + ½ glue (so that paint does not flake off of milk cartons)
- Recycled materials for building details – toilet paper tubes, yogurt containers, oatmeal boxes, etc.
- Art materials for building details – markers, construction paper, glue, etc.

### Objective:

Children will use the discoveries they made at the Museum to design a model town.

### What to Do:

1. Lead children in a discussion about what they learned at the Museum. What does a city need for its people to live, work, and play? Make a chart listing their ideas.
2. Tell the children that together they will create a town for their puppets. Each puppet is going to need a place to live and a place to work. So that the children do not get confused, work on one at a time.
3. Have children paint their houses and workplaces one solid color of their choosing.
4. After the paint dries, have them add details (windows, signs, doors, trees, etc.) to their cartons.
5. When all of the places are done, have children arrange them on a play mat or large sheet of poster board to create their town.

### Assessment:

Do details in the children's milk carton workplaces match the particular job they have chosen to illustrate?

### Extensions:

- Have children draw on the poster board, or create with art materials, infrastructure and accessories for the town, such as streets, traffic lights, and parks.
- Leave the town in a center for children to role play community helpers or to practice map and directional skills.

### Related CDM lesson plans:

- [From Harvest to Home: These are the People in My Neighborhood](#)

### Weblinks:

- <http://teacher.scholastic.com/commclub/>
- <http://bensguide.gpo.gov/k-2/neighborhood/>

### Additional reading for children:

- *Jobs People Do*, by DK Publishing
- *The Jolly Postman*, by Allen Ahlberg
- *Fire! Fire!*, by Gail Gibbons