



Children's
Discovery
Museum
of San Jose

California Content Standards

History-Social Science:

- 1.2.4, 1.6.1, 1.6.2

English- language Arts:

- Reading 2.2, 2.7
- Writing 1.3, 2.1, 2.2

Visual and Performing Arts:

- Visual Arts 2.8

Streets

Teacher's Guide: Grade 1



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 differences between people who provide goods and people who provide services to a community.

Before You Visit

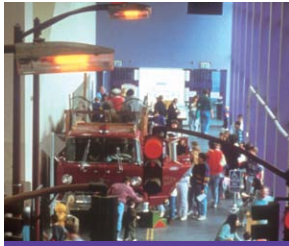
Before You Visit CDM, discuss the differences between goods and services and create career-linked puppets.

During Your Visit

During Your Visit to CDM, let the children play in the Museum Streets.

After You Visit

After You Visit, design a miniature town with services, goods, and transportation to deliver those goods to the population of the town.



Before You Visit Goods and Services

What you'll need:

- Sample goods, such as fruit, a toy, a T-shirt, a book

- 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:

Distinguish between goods and services.

What to Do:

1. Show children the goods. One at a time, display the item and ask children to tell you what it is. Explain to the children that all of these items are goods. They are items that people buy at a store that can be touched and held. Ask the children if they can think of any other goods?
2. Tell the children that sometimes people can go to a store to purchase something that cannot be held, but still costs money. For example, how many of them have gone to a store to get their hair cut? Can you hold a haircut? Explain that some stores sell "services," or ways to help other people. Ask the children if they can think of any other services?
3. Read aloud a book about community helpers.
4. Create a T-chart listing "Goods" on one side and "Services" on the other, using examples from the book and other jobs that children are aware of. Your chart might look like this:

Goods	Services
You can hold it	You can't hold it
Someone gives it to you	Someone does it for you
A toy	A haircut
5. Let each child choose one job from the list and 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 them into their puppet.
6. Give children ample time to complete their puppets.
7. 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. Each riddle should include whether the puppet provides a good or a service. For example, a child may say, "I perform a service. I take care of people who are sick. I work in a hospital and use a stethoscope." Then, have the other children try to guess which puppet was made by that child.

Assessment:

Are children able to correctly identify goods and services?

Goods and Services (continued)

Extensions:

- Create a "phone directory" for the puppets by having each child note his or her puppet's name, where he or she works, and a brief one to two sentence summary of the job he or she does.
- Create a book of "Our Town Heroes" where children describe in narrative form a heroic act performed by their puppets during the course of a work day.
- Have the children act out or pantomime community helpers for other children to guess.
- Invite speakers in to the classroom to describe the jobs that they do.
- Have children 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.





During Your Visit

Guided Exploration of the Exhibit

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
- ❑ 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 and vehicle details – toilet paper tubes, yogurt containers, oatmeal boxes, etc.
- ❑ Art materials for building and vehicle details – markers, construction paper, glue, clay, beads, etc.
- ❑ Chart paper

Objective:

Children will use the discoveries they made at the Museum to design a model town and vehicles for transporting goods and providing services.

What to Do:

1. Lead children in a discussion about what they learned at the Museum. What kinds of goods and services does a city (or its government) provide for the people who live there? 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 work and a vehicle to transport goods or advertise services. Work on one at a time, so that children do not get confused.
3. Have children paint their workplaces and vehicles one solid color of their choosing.
4. After the paint dries, ask them to add details (windows, signs, doors, trees, wheels, etc.) to their cartons. Challenge them to think about the specific needs of their product. Should their goods be sold in other cities and how will it get there? Will it need a truck, a train, an airplane, or a boat? Does the good need to be refrigerated or specially packed because it is fragile? Is speed important to its distribution?
5. When all of the places and vehicles are done, have children arrange them on a play mat or large sheet of poster board to create their town.

Assessment:

Are children able to determine appropriate transportation methods for goods and/or determine when a service does not need transporting?

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