

## Kids' Town

*Kids' Town* is a dramatic role-play exhibit that includes a fix-it shop, post office, grocery store, veterinary clinic, diner, kitchen and living room/nursery to imagine and pretend. Shop for groceries, use a cash register, deliver mail, cook a meal, repair a car and operate a traffic light that once hung over the streets of Cincinnati.

By interacting as members of a community, children will take on different roles among each other and create an imaginative reenactment of everyday events. Through role-playing, children have an opportunity to explore their interpretation of how a real community operates.

## PARTS OF TOWN

### FIX-IT SHOP

- Become a gas attendant and fill the cars up with gas, or pretend you're a customer with car problems and that needs assistance.

### POST OFFICE

- Be a postmaster and have children help you sort, deliver and assist customers using the mailboxes.

### GROCERY STORE

- Pretend to work as a cashier, stock person, delivery person, or even become a customer within the market. Call out for assistance at dry goods to restock the shelves or clean up in produce.

### VETERINARY CLINIC

- Initiate role-playing of veterinarians giving exams, including using instruments, checking x-rays and weighing pets. Encourage children to provide care for animals by placing food and water dishes inside animal bins or by bringing in a pet that needs care.

### DINER

- Help children assume restaurant roles by letting them take your order and prepare your food. Ask the children questions like "What's good to eat here?" Or "What's the special?" Before leaving, ask for the bill.

### HOUSE 50 (KITCHEN)

- Interact with children by helping them put groceries away in the cabinets and preparing dinner. Send them to the grocery if they need food to eat.

### HOUSE 40 (NURSERY)

- Encourage children to act as parents to the dolls. They can dress them, feed them, tell them a story or rock them to sleep.

### PUBLIC BUS

- The children can take turns being the bus driver or a passenger. Have the children load onto the bus, then encourage them to pretend they are getting off at a bus stop. Ask them to drive you to a particular stop.
- Check out the parking meter.

#### TRAFFIC LIGHT

- Review traffic safety and African-American history with traffic light inventor Garrett Morgan by operating a traffic light that once hung over the streets of Cincinnati. Use the traffic signs throughout the exhibit to further students' knowledge.
- What do the different colors mean?

#### TOWN SQUARE

- This is a great place to make your meeting spot.

#### TOWN CLOCK

- What do the long and short hands mean?
- What time is it?

#### ICE CREAM STAND

#### LEMONADE STAND

#### TRAIN TABLES

## **SAFETY TIPS:**

#### WALK

- This is a high-energy exhibit, please remind students to walk at all times.

#### MEETING SPOT

- Since it is often difficult to stay directly with your group, provide a meeting spot for students and do visual checks periodically. Find a staff member to help you locate lost students!

#### FIRST AIDE

- If you need first aid during your visit, please see a staff member. Staff can always be found at the entrance of the museum.

## **RULES OF THE EXHIBIT**

#### NO RUNNING!

- Please **walk** while in KIDS TOWN. It can get busy, but there should be no running so that no one gets hurt. If you see someone running, ask if they could please walk. If you feel as though you need assistance, please call a staff person.

SHARING IS AN IMPORTANT LIFE SKILL.

Toddlers and children need to learn to make friends, keep friends and play cooperatively. Here are some ways to encourage sharing in everyday life:

- Point out good sharing in others, such as “Your friend was sharing her toys really well. That was very kind of her”.
- When you see your student trying to share or take turns, make sure you give lots of praise and attention. For example, “I liked the way you let Aziz use the veterinary tools to examine the cat.”

## **STATE CONTENT STANDARDS (Ohio)**

### **EARLY LEARNING AND DEVELOPMENT**

- Social and Emotional Development
  - Peer Interactions and Relationships – Cooperative Play
  - Peer Interactions and Relationships – Socially Competent Behavior
- Physical Well Being and Motor Development
  - Small Muscle: Touch, Grasp, Reach and Manipulate
  - Sensory Motor
- Approaches Toward Learning
  - Initiative and Curiosity – Explore and Experiment
  - Initiative and Curiosity – Self Direction & Questioning
  - Innovation and Invention
- Cognition and General Knowledge
  - Symbolic Thought
  - Number Relationships
  - Group and Categorize
  - Production and Consumption
- Language and Literacy
  - Receptive Language and Comprehension
  - Expressive Language

### **LANGUAGE ARTS**

See National Common Core

### **MATH**

See National Common Core

### **SCIENCE**

**K-PS-1** Objects and materials can be sorted and described by their properties.

**K-PS-2** Some objects and materials can be made to vibrate to produce sound.

**1-LS-1** Living things have basic needs, which are met by obtaining materials from the physical environment.

**1-LS-2** Living things survive only in environments that meet their needs.

### **SOCIAL STUDIES**

**K-H-3** Heritage is reflected through the arts, customs, traditions, family celebrations and language.

**K-G-5** Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.

**K-G-7** Humans depend on and impact the physical environment in order to supply food, clothing and shelter

**K-GV-9** Individuals have shared responsibilities toward the achievement of common goals in homes, schools and communities.

**K-GV-10** The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.

**K-E-11** People have many wants and make decisions to satisfy those wants. These decisions impact others.

**K-E-12** Goods are objects that can satisfy people's wants. Services are actions that can satisfy people's wants.

**1-H-3** The way basic human needs are met has changed over time.

**1-G-5** Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).

**1-G-6** Families interact with the physical environment differently in different times and places.

**1-E-13** People trade to obtain goods and services they want.

**2-H-3** Science and technology have changed daily life.

**2-E-15** Most people around the world work in jobs in which they produce specific goods and services.

**2-E-16** People use money to buy and sell goods and services.

**3-G-7** Systems of transportation and communication move people, products and ideas from place to place.

**3-GV-10** Individuals make the community a better place by solving problems in a way that promotes the common good.

## **NATIONAL CONTENT STANDARDS**

## **LANGUAGE ARTS – Common Core**

**RL-K-1** With prompting and support, ask and answer questions about key details in a text

**RL-K-4** Ask and answer questions about unknown words in a text.

**RL-1-1** Ask and answer questions about key details in a text.

**RL-2-1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text

**RL-2-7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot

**RI-K-1** With prompting and support, ask and answer questions about key details in a text

**RI-K-4** With prompting and support, ask and answer questions about unknown words in a text.

**RI-1-1** Ask and answer questions about key details in a text.

**RI-1-4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**RI-1-7** Use the illustrations and details in a text to describe its key ideas.

**RI-2-1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**SL-K-1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

**a.** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

**b.** Continue a conversation through multiple exchanges

**SL-K-2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**SL-K-3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**SL-K-6** Speak audibly and express thoughts, feelings, and ideas clearly.

**SL-1-1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.



- a.** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b.** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c.** Ask questions to clear up any confusion about the topics and texts under discussion.

**SL-1-2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**SL-1-3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**SL-2-1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b.** Build on others' talk in conversations by linking their comments to the remarks of others.
- c.** Ask for clarification and further explanation as needed about the topics and texts under discussion.

**SL-2-2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL-2-3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**SL-3-1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- b.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c.** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**SL-3-2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL-3-3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**SL-4-1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**b.** Follow agreed-upon rules for discussions and carry out assigned roles.

**c.** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**SL-5-1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**b.** Follow agreed-upon rules for discussions and carry out assigned roles.

**c.** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**SL-6-1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**b.** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**SL-6-2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

## **MATH – Common Core**

**K-CC-4** Understand the relationship between numbers and quantities; connect counting to cardinality.

**a.** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

**b.** Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

**c.** Understand that each successive number name refers to a quantity that is one larger.

**K-MD-1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

**K-MD-2** Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

**K-MD-3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.



**K-G-1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

**K-G-2** Correctly name shapes regardless of their orientations or overall size.

**K-G-3** Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).

## **SCIENCE – Next Generation**

**K-LS1-1** Use observations to describe patterns of what plants and animals (including humans) need to survive.

**K-ESS3-1** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

## **SOCIAL STUDIES – National Standards**

**C.K-4.5.4** What are important responsibilities of Americans?

**EC.K-4.1.3** Goods are objects that can satisfy people's wants; services are actions that can satisfy people's wants.

**EC.K-4.3.1** No method of distributing goods and services can satisfy all wants.

**EC.K-4.3.2** There are different ways to distribute goods and services (by prices, command, majority rule, contests, force, first-come/first-served, sharing equally, lottery, personal characteristics, and others), and there are advantages and disadvantages to each.

**EC.K-4.5.1** Exchange is trading goods and services with people for other goods and services or for money

**EC.K-4.7.1** A price is what people pay when they buy a good or service, and what they receive when they sell a good or service.

**EC.K-4.11.1** Money is anything widely accepted as final payment for goods and services.

**EC.K-4.11.3** People consume goods and services, not money; money is useful primarily because it can be used to buy goods and services.