

How Goods Are Moved by Carole Wicklander. Skokie, IL: Rand McNally and Co, 1999. ISBN 0-06-443395-1 (pbk)

Literature Annotation: This book encourages students to think about how goods such as foods, clothing, cars, and gasoline get to markets near their homes. Photographs are included.

Level: Grade 1

Duration: 1 period

Maryland State Curriculum

Economics Standard: *Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.*

4.A.3.a Describe how tools and products have affected the way people live, work, or play (Grade 1)

4.B.1.a Explain how markets operate (Grade 1)

Geography Standard: *Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.*

3.C.1.a Identify how transportation links people and goods between places

Reading Standard: (Comprehension of Informational Text) *Students will read, comprehend, interpret, analyze, and evaluate informational text.*

2.A.1.a Read and recognize nonfiction materials to gain information and content knowledge (trade books)

2.A.3.g Recognize and use main idea and supporting details

Objective

Students will describe how markets operate by explaining how different forms of transportation (tools) are used to move goods from where they are produced to buyers at various markets.

Vocabulary

Goods; physically tangible objects that can be used to satisfy economic wants, including but not limited to food, shoes, cars, houses, books and furniture.

Market: an arrangement wherein buyers and sellers can exchange resources, goods, and services. A market is said to exist whenever or wherever a buyer and seller enter into an exchange.

Trade: to engage in the exchange, purchase or sales of resources, goods, or services

Additional vocabulary: transportation

Teacher Materials

- overhead projector
- an orange
- wall map of the United States of America
- copy of *How Goods Are Moved*

- transparency of Resource Sheet 1: *How Goods are Moved: My Predictions*
- transparency of Resource Sheet 2: *Comparing Ways of Transporting Goods*
- transparency and copy of Resource Sheet 3: *Summary: How Goods are Moved*

Each student

- 1 copy of Resource Sheet 1: *How Goods are Moved: My Predictions*
- 1 copy of Resource Sheet 2: *Comparing Ways of Transporting Goods*
- 1 copy of Resource Sheet 3: *Summary: How Goods are Moved*
- 1 red and 1 green crayon

Motivation

Display an orange. Ask the students if they know how and where oranges are grown. Have students find the state of Florida on a map of the United States. Explain that most of the oranges and orange juice that we buy in Maryland come from orange groves in Florida. Ask the students to think of ways that the oranges and orange juice could get from the orange groves of Florida to the stores in Maryland.

Development

1. **Before Reading (Develop Vocabulary):** Write the word *transportation* on the board. Ask the students to tell what they already know about transportation. Display the wrap-around cover of the book *How Goods Are Moved*. Have students identify the type of transportation shown in the picture (train). Have students think of other forms of transportation that are used to move people and goods. Underline the letters “transport” in the word transportation. Explain that this base word means to move something.
2. Read pp. 2-3 of *How Goods Are Moved*. Ask the students to think of goods that might need to be transported, or moved, from where they are made (produced) to where they are sold in some type of market.
3. Display a transparency of the anticipation guide, Resource Sheet 1: *How Goods are Moved: My Predictions* and distribute student copies of the same. Explain to students that they will predict how a good is moved from the place where it is made to the market where it is sold. Have the students use a red crayon to circle the kind of transportation they predict would be used to move each of the pictured goods to the market. (*Note: Reassure students that it is not important to be accurate at this time. Encourage them to make their predictions based on what they know about that kind of transportation.*)
4. Have students place their prediction sheet aside until after they have read the book.
5. Have students preview the text by doing a picture walk through the book. Reread the last question on p. 3 of the text and use it to set the purpose for reading.
6. **During Reading:** Read the book. Have students use the most effective strategies to ensure an understanding of the content.

7. **After Reading:** Have students return to the anticipation guide, Resource Sheet 1: *How Goods are Moved: My Predictions*. This time students will use their green crayon to circle the circle the symbol or symbols for the transportation used to move the pictured good, as described in the text. If appropriate, more than one symbol may be circled. Refer back to the book if needed.
8. Discuss the information in the text using the following questions.
- ◆ *What did you learn from the book about the way goods are moved?*
 - ◆ *How did the text agree or disagree with your predictions?*
(Sample response: I thought the bananas would be moved by trucks, so I circled the truck with a red crayon. I was right, but the book also says that the bananas are flown by airplane.)
 - ◆ *Which kinds of transportation shown in the book have you seen?*
 - ◆ *How does the map on p. 15 help a reader to understand how oil is transported to Angie's Town?*
 - ◆ *Why would a pipeline be the cheapest and quickest way to transport the oil to the ship?*
9. Display a transparency of Resource Sheet 2: *Comparing Ways of Transporting Goods*. Discuss the advantages/disadvantages of each type of transportation. Have students re-visit the text to see if the text explains any of these advantages or disadvantages. In the third column, have the students write a plus sign or minus sign for advantage or disadvantage. (Some phrases will require both signs.)

Assessment

Option 1: Distribute Resource Sheet 3: *Summary: How Goods Are Moved*. Use a transparency of the resource sheet to model for students how to support the topic sentence with one supporting detail about how goods are transported to the store. Sample response: *Goods are moved to the stores by different kinds of transportation. Some goods are moved by airplanes because airplanes can get to the store quickly.*

Option 2: Have students use the summary paragraph frame on Resource Sheet #3: *Summary: How Goods are Moved*, to write details that support the main idea sentence.



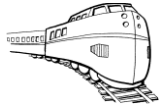



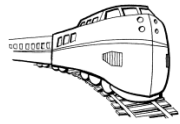



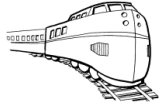



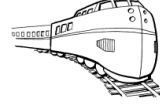

Additional Activities

- *
** Differentiate the process by having students select one of the goods (fruits, vegetables, cars, or clothes) on p. 16 in *How Goods Are Moved*. Have students use their knowledge about transportation of goods to draw conclusions about an effective way to transport that good to stores. Have students explain their choice of transportation to the group.





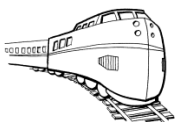

How Goods Are Moved: My Predictions

Direction: Think about how each good might be moved to the place where it is sold. Circle the kind of transportation you predict with a red crayon.

Name of the Good	<i>I predict the good will be moved by...</i>				
bananas					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> pipeline
cotton shirts					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
car					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
oil/ gasoline					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Name _____

Comparing Ways of Transporting Goods

<p>Ship</p> 	<ul style="list-style-type: none"> • costs less than a train, truck, or airplane • can carry large, heavy goods • travels slower than a train, truck or airplane • cannot carry goods right to the store 	<p>+</p> <p>+</p> <p>—</p> <p>—</p>
<p>Truck</p> 	<ul style="list-style-type: none"> • costs less than an airplane or train • travels faster than a ship, but slower than a train or airplane • can deliver the goods right to the store 	
<p>Train</p> 	<ul style="list-style-type: none"> • can carry large heavy loads, more than an airplane or a truck • costs more to use than a truck, but less than an airplane • cannot carry products right to the store 	
<p>Airplane</p> 	<ul style="list-style-type: none"> • travels much faster than the other kinds of transportation • costs much more to use than a ship, truck, or train • cannot deliver the goods right to the store • cannot carry heavy loads 	

Name _____

Summary: How Goods Are Moved

Goods are moved to the stores by different kinds of transportation. Some goods are moved by _____

because _____

Other goods are moved by _____

because _____

Goods may also moved by _____

because _____

This is how many goods get from the place where it is made to the stores where people buy them.

Name _____