

**Taxi: A Book of City Words**, by Betsy and Giulio Maestro, Clarion Books, New York, 1989, ISBN 0-89919-528-8

**Literature Annotation:** In this colorful picture book, a taxi carries people to many places in and around a city.

**Grade Level:** 1

**Duration:** Two 45-minute class periods

**Economic Concepts:** Goods and Services, Specialization, Interdependence

**Maryland Voluntary State Curriculum**

**Economics Standard:** Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions. (PreK-3 Standard)

- 4.A.1.a Identify and discuss goods and services provided in the community (Grade 1)
- 4.A.2.b Describe the skills people need for their work in the home, school, and community (Grade 1)
- 4.A.3.a Describe how tools and products have affected the way people live, work, or play (Grade 1)

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

- 1.E.4 Use strategies to demonstrate understanding of the text (after reading) (Grade 1)
- 2.A.5.a Identify and explain specific words or phrases that contribute to the meaning of a text (content vocabulary) (Grade 1)

**Objectives:**

Students will be able to:

- Classify businesses as sellers of goods or services.
- Create a class map of businesses in a city.
- Describe how people in a city depend on businesses for the goods and services that meet their wants.

**Vocabulary:**

Each page offers a bold type word that could be used to teach the vocabulary of the city.

**Materials:**

Book, Taxi: A Book of City Words

1 copy of each of the buildings included in this lesson plan, pasted onto heavy tag board

File Cards

Transparency, "Uses of Transportation,"

Worksheet, "Uses of Transportation," 1 per student

Transparency, "How City Businesses Meet Economic Wants"  
Worksheet, "How City Businesses Meet Economic Want," 1 per student  
Worksheet, "A New Business", 1 per student

**Teacher Background:** A product can be a good or a service. In a city, people are not able to produce all of the goods and services that they want. Because of this, businesses specialize in a limited number of goods and/or services. This specialization results in economic interdependence and exchange, or trade. Some businesses provide multiple goods, services or both.

**Lesson Development:**

**Motivation:**

Show a picture of a city scene with lots of buildings. Ask the students to think of ways that people could move around from place to place in a city. Generate a class list of transportation which might include: bus, car, walk, subway or light rail train, truck, boat, horse and cart, helicopter and taxi. Ask students where people go in the city using this transportation and whether the places they go provide a good or a service or both. Tell the students they will be reading a story about a city and ask them to watch for different kinds of transportation and goods and services as they read the text and illustrations.

**Activities:**

1. Have the students read the book, *Taxi: A Book of City Words*.
2. Check back with the list of transportation methods to see which were included in this book. Write all the kinds of transportation on file cards. Have students work in pairs. Give each pair a file card that names a transportation method. Have the pairs think of the human resources used to provide this transportation. Have the pairs talk about ways that the people in a city use this kind of transportation to link with other parts of the city.

Distribute the worksheet, "Uses of Transportation". With the students' help, complete several examples as a group. Then have students complete the chart for two of the remaining forms of transportation as an assessment of learning.

3. Review with the students the difference between a business that sells a good (a product which be touched) and a business that provides a service (something the business does for the consumer) to meet the consumers' wants. You may want to explain that some businesses may provide both goods and services. (For example, the theater provides entertainment and food for snacks.)

Have students reread the book for the purpose of creating a class list of places of business mentioned in the story or shown in the illustrations. At the "office building" and "skyscraper" buildings, discuss that some city buildings provide space for many businesses that sell goods or provide

services. You might designate the “office building” as a medical center and discuss the services provided there. The “skyscraper” may be a banking building with other financial services provided inside. At the “police station” and “firehouse,” explain that some services are provided by the government and paid for with taxes.

Use the overhead transparency chart, “How City Businesses Meet Economic Wants” to list ways that some of the businesses meet the wants of the consumers. As an assessment of learning, have the students work individually to select two remaining businesses to complete their charts.

4. Have each student color one of the buildings provided with this lesson. Several different activities may be developed with the completed buildings.
  - A. Have each student identify the Human Resources (Workers) that would be needed for that business.
  - B. Have students carry their businesses to one of two signs displayed on opposite ends of the classroom; one sign reads “Sells a Good”, the other sign reads “Provides a Service.” Let each student explain the good or service provided by that business.
  - C. Have the students sit in a circle with their building “businesses.” Have each student state what his job is in the business. (If you have more than one student for each building, each may be a different human resource within that business.) Then have students explain how they depend on the other workers in the circle for the goods and services they want. For example, the “Banker” might say, “I depend on the gas station mechanic to repair my car so I can drive to work.” “Use many different examples to develop the idea that people in the community depend on each other for goods and services.
  - D. Create a class wall map by having the students tape the pictures of the businesses to a classroom wall. Add street names, a river, a harbor and all elements of a map.

### **Conclusion/Closure:**

For homework, ask each student to identify the type of work or business that his/her parent or another adult does for a living. Have them identify whether that business offers a good or service or both. Tally the number of service jobs that produce goods. In many cases, most of the jobs will be involved in providing a service.

### **Thoughtful Application**

Have each student think of a business that could be added to the ones posted on the board that would offer different goods or services to the people of the city. Have them draw the building, label the business and decide where to add the business to the buildings already posted on the wall. Distribute the “New Business” worksheet and have students complete the activities for the new business.

**Extensions:**

- The taxi in this story drove around the region of the city in which commercial businesses are located. You could develop the idea of an industrial or manufacturing region and have the students make factories and warehouses for that region.
- This story focused on the words for a city. You could have the students create a list of words for a rural setting. Each student could select a word to illustrate for a class booklet.

### Uses of Transportation

Type of Transportation	Human Resources Needed	How People Use This Transportation
Bus	Bus Driver	People can travel to work, to school or to shops.

## A New Business Worksheet

1. Name one kind of business you would add to our city:

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2. Draw a sketch of the building in which your business will be located.



3. Will this business sell a good or service?  Good  Service  
(or both)

Explain the good or service that it will offer.

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4. Explain how this good or service will meet the wants of the people in the city.

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5. Where would this business be located in the city?

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6. Explain why this would be a good location for this business.

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## How City Businesses Meet Economic Wants

Name of Business	Product or Service Offered	How this Product or Service Meets Economic Wants of People in the City
Coffee Shop	Meals (Goods)	It meets the want for food.
Zoo	Entertainment (Service)	It meets the want for information about animals. It entertains people.













