

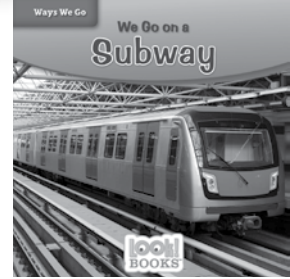


# Teaching with Ways We Go

## We Go on a Subway

**ELL Tips** After completing an assignment or using a strategy, discuss its success with your ELL students. Decide together how it can be used more effectively in the future. Create a poster or bulletin board with tips for success.

**Standards** CCSS: ELA-Literacy RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.7, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.7, RI.1.10



Lexile: 470 GRL: TBD

### Take a Look! (Building Background)

- Ask students how they get to and from places, such as to school, to places of recreation, and so forth. If you live in the city, many may be familiar with a subway or light rail. If a subway is unfamiliar, you may need to spend more time building background information.
- Write the word subway on the board. Discuss what *sub* means (under). Brainstorm how traveling underground will be different than other ways of getting around. Keep the list on the board through the prereading section.

### Look Ahead! (Prereading)

- Do a picture reading of the book. Make a list of what you see in the pictures, such as the steps going underground, the turnstiles that give access to the tunnels, the waiting areas, standing on a train (not sitting), the tunnel, the steps leaving the tunnel, and other details.
- Make note of blurring in the pictures that indicates movement (pages 19 and 23).
- Compare what you see in the pictures to previous experiences shared during the brainstorming session.
- If the students have read other books in the series, comparing riding a subway to other modes of mass transportation.

## **Look for Big Ideas! (During Reading)**

Write the following assignment on the board to guide the reading. Explain that there are many steps to going on a subway. They should write what each step is for these pages.

- Look at these pages. Write the steps told about on each page. Think about what you have to do.
  - Page 6.
  - Page 10.
  - Page 12.
  - Page 14.
  - Page 16.
  - Page 18.
  - Page 20.

## **Look Back! (After Reading)**

- Have students look closely at the text and pictures for details. See if they can spot these important details that would help them get around on a subway.
  1. What helps you get to the right subway on page 6? (the sign)
  2. What helps you get to the right subway line on page 8? (the letter, the color, and the sign)
  3. What are the people doing in the picture on page 10? (buying fare cards)
  4. What is the person doing in the picture on page 12? (swiping the fare card)
  5. How can you tell if you are in the right place on page 14? (the Plaza de Castilla sign)
  6. How can you tell where to go when you get off the subway on page 18? (the signage in different languages)
- In the book on taking the city bus, there is a suggestion to discuss reasons to take mass transportation: pollution reduction, saving money, having time to complete homework or read, spending time with friends, etc. Revisit that list or generate new ideas to promote using public transportation if it is available in your community.

## **Look Around! (Rereading)**

- Have students reread the sidebars to find the answers to solve these problems.
  1. You need to buy a fare card. How do you do it? (Page 11: At machines)
  2. You've missed your subway. What do you do? (Page 18: Wait for another train because they come quickly.)
  3. You need to take the subway in Boston. What clue will help you? (Page 8: The subways are named for colors.)

## **Word Work**

Write the word *elevator* on the board, with plenty of space. Ask students to determine how many syllables are in the word, noting that each syllable contains a vowel, dividing the word accordingly: el/e/va/tor. Discuss how the emphasis is on the first syllable. Remind students that using the rule of dividing a long word into syllables can make it easier to decode.

## **Vocabulary Building**

Have you ever wondered why there is a chain of sandwich shops called Subway? The story goes that it was first called Pete's Super Submarines. A submarine sandwich was one filled with meats, cheeses and condiments. They decided to change the name to something shorter several times, eventually changing it to Subway. There are many funny food shop names. Here are a few: Pita Pan, Thai Tanic (pronounce like the ship *Titanic*), Bean Me Up (coffee), Lord of the Wings, Frying Nemo Fish and Chips, The Wieners Circle. Hairdressers like to create funny names too: Cut Hut, Hair Port, Head Shed, Headliner, Mane Attraction, Shear Magic, Cut Loose. Have students look around their community and watch for amusing signs and signs with puns to share with the class. Or have students come up with funny shop names on their own.

Name \_\_\_\_\_

## On the Go Comparisons

There are lots of ways to go places.

Choose an above-ground way to go someplace.

It could be a bus, car, bike, or walking.

Write five statements about how they are different.

<b>Below Ground Subway</b>	<b>Above Ground</b> _____