

# NYC Subway Literacy

## Week 1: Modes of transportation

### Vocabulary:

take a bus, take a taxi, take a plane, walk, take a train, take a ferry, Staten Island, Brooklyn, Manhattan

### Phonics:

#### Consonants:

l, t, s, b

#### Vowels:

short u, short i

### Numeracy:

Bar graph survey of how students get to school.

X axis= modes of transportation

Y axis= number of students

### SWBAT (Students will be able to):

- Ask and answer basic personal information questions: “What is your name, “What is your address?” and “What is your city?”
- Identify correct sentence order using a model text.
- Ask and respond to “Do you \_\_\_\_\_?” with “Yes, I do” or “No, I don’t” for basic modes of transportation.
- Plot information on a bar graph and interpret data based on results.

## Day 1

- Warm-up

Introduce “What is your name? What is your address? What is your city?”

Model asking students each question and checking comprehension.

Introduce: “How do you spell that?” (orally, not in writing)

Model spelling the name and address for students, and asking students how to spell their name and address.

This may be new for some students, so allow scaffolded support (such as a small paper they check to spell their name and/or address) to students who may still need practice with this. But, encourage students to practice this everyday so that they can eventually spell them from memory.

- Introduce vocabulary

1<sup>st</sup>: Using large pictures, introduce vocabulary for this unit.

2<sup>nd</sup>: Model cutting out flashcards, folding, and taping.

3<sup>rd</sup>: Students work independently to create flashcards.

- Introduce story

Ask students: “Where do you live now?”

“Do you go to \_\_\_\_\_? How do you go to \_\_\_\_\_?”

“Do you [mode of transportation]?”

Hand out story:

Students pre-read story for a few minutes.

Teacher reads, students listen.

Teacher reads, students repeat.

Two students read together.





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Cut on the lines, fold in half and staple or tape.



take a bus



take a taxi



take a plane



walk



take a train



take a ferry





Staten Island



Brooklyn



Manhattan

# Statue of Liberty



I walk to the bus.



I take a bus to Brooklyn.



I take a train to Manhattan.



I take the ferry to Staten Island.



I see the Statue of Liberty.



I go home.

What is your name?	What is your address?	What is your city?

cut-----

What is your name?	What is your address?	What is your city?

cut-----

What is your name?	What is your address?	What is your city?

## Day 2:

- Warm-up

Write questions on the board (one at a time):

Review pronunciation and check comprehension.

Remind students of “How do you spell that?” (orally, not in writing)

Students take out a paper and ask 2 or 3 students near them the questions, recording the answers on a paper and checking for accuracy.

What is your name?

What is your address?

What is your city?

- Vocab review

Two students take out flashcards and practice quizzing each other based on the picture and question “What’s this?”

Teacher shows large vocab pictures and asks the whole class “What’s this?” to check pronunciation.

Begin using target question: “Do you \_\_\_\_?” to ask students whether they use various modes of transportation.

- Phonics activity

**1<sup>st</sup>:** Hand out 6 letters and an Elkonin boxes to students. Students independently cut out letters.

**2<sup>nd</sup>:** Review with students each letter sound and letter name. For this week, they are short vowels u & i, and consonants:

u	i	s
t	l	b

**3<sup>rd</sup>:** Teacher calls out CVC words and floats around the room as students place the letters in the correct boxes.

Watch for things like mixing up the short vowel sounds, or not placing short vowel sounds word-medially.

CVC words are:

lib	bit	bib
sib	but	bub
tib	bus	sit
tub	lut	lit
sub	lit	sut

- Story

**1<sup>st</sup>:** Students pre-read “Statue of Liberty” independently.

**2<sup>nd</sup>:** Ask students: “Where do you live now?”

“Do you go to \_\_\_\_\_? How do you go to \_\_\_\_?”

“Do you [mode of transportation]?”

Teacher reads, students listen.

Teacher reads, students repeat.

**3<sup>rd</sup>:** Teacher asks students basic comprehension questions about the story.

**4<sup>th</sup>:** Phonics:

Choose one sound (l, t, s, i, u, b) that you think students could use the most practice identifying within the story. Write this letter on the board and review its letter name and letter sound.

**1<sup>st</sup>:** Hand out colored pencils to students. Model tracing the letter on the board with a different color marker.

**2<sup>nd</sup>:** Students work independently to find and trace the letter within the text.

**3<sup>rd</sup>:** Ask students: how many [letter] in the story?

If possible, project your story with all instances of the letter colored. Practice reading those words together, focusing on that sound.

**4<sup>th</sup>:** Two students read together. Teacher floats and listens to students read.

- Speaking activity

**1<sup>st</sup>:** Introduce question on the board:

Practice substituting different modes of transportation in the question using the big pictures.

Do you \_\_\_\_\_?

Yes, I do.

No, I don't.



2<sup>nd</sup>: Students practice

Two students practice asking each other the question and answering “Yes, I do” or “No, I don’t” with each mode of transportation.

Teacher floats around the room checking for accuracy and noting areas of difficulty to address in the next class.

u	i	s
t	l	b

cut-----

u	i	s
t	l	b


## (Elkonin Boxes)

### Day 3:

- Warm-up: Flyswatter/Vocab Review

Tape up all the vocabulary for this unit on the board.

Two students come to the board with flyswatters and a teacher calls out vocabulary for students to swat. Make it a game—switch students and teachers quickly for good review with the whole class!

- Story:

Students read the “Statue of Liberty” story again. Teacher floats around the room.

Teacher calls out key vocab for the unit, and students circle them in the story.

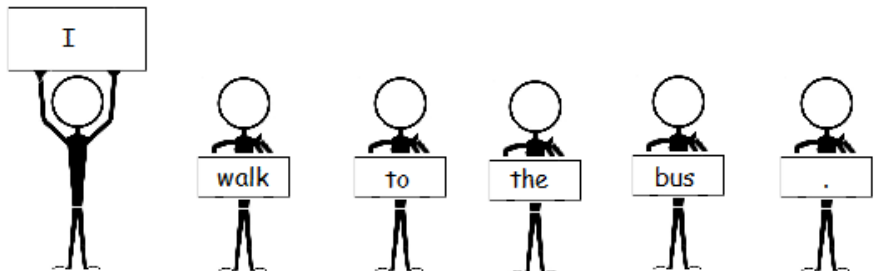
Students put away their story.

#### **Practicing sentence order:**

Hand out the words in the story to students. Show the first picture from the story, and ask students “What’s this?”

Elicit the sentence as it was in the story, then have those students with the words come up to the front of the class, arrange themselves in the correct sentence order, then read the sentences as a class.

Students can raise their word above their head as it is read.



- Bar graphs

In this numeracy activity, students will practice asking the target question for this unit (“Do you \_\_\_\_\_?”) and filling out a bar graph based on the number of “yes” responses.

**1<sup>st</sup>** Review the question on the board:

**Add “to school” to the question**

**2<sup>nd</sup>** Mingle/Swap

Make copies of big pictures of modes of

Do you _____?
Yes, I do.
No, I don't.

transportation. Hand out one picture to each student and have everybody stand up.

Model walking up to a student and asking them the question with your picture. Then, have them ask you the question for their picture. Swap pictures.

Model approaching another student with your new picture and asking them the new question, responding to their question and swapping pictures again.

**3<sup>rd</sup>** Students independently mingle and swap pictures with each other.

**4<sup>th</sup>** Introduce bar graph

Project an image of the bar graph on the board. Explain what's on the x and y axis.

(x axis= "Do you \_\_\_\_\_ to school?" for each mode of transportation.

Y axis= How many students.

Model asking several students each question and coloring boxes if they answer yes.

Check comprehension after you have asked several students all the questions:

"How many students take a bus? How many students take a taxi?" etc.

**5<sup>th</sup>** Students independently mingle to survey each other and fill out the bar graph.

Check comprehension

When everyone is finished, check comprehension orally or in writing.

How many students \_\_\_\_\_ to school?



**I**

**walk**

**to**

**the**

**bus**

•

**I**

**take**

**a**

**bus**

**to**

**Brooklyn**

•

**I**

**take**

**a**

**train**

**to**

# Manhattan

•

I



**take**

**the**

**ferry**

**to**

**Staten**

**Island**

•

**I**

**see**

**the**

**Statue**

**of**

# Liberty

•

I

**go**

**home**



Do you \_\_\_\_\_ to school?

number of students	8					
	7					
	6					
	5					
	4					
	3					
	2					
	1					



take a bus



take a taxi



take a plane



walk



take a train



take a ferry