

# NYC Subway Literacy

## Week 3: Subway directions

### Vocabulary:

go downstairs, go upstairs, go straight, go around, turn left, turn right, go out, go in

### Phonics:

#### Consonants:

g, t, p, r

#### Vowels:

short i, short e

### Authentic Material:

Subway signs

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

- Identify directions on authentic subway signs
- Identify and differentiate subway directions to “Manhattan” and “Brooklyn”
- Say and respond to requests for directions: “Which way is the \_\_\_\_\_?”

## Day 1

- Warm-up

Take one concept from week 1 or 2 and play a review game.

- Introduce vocabulary

Show big pictures and introduce vocabulary orally.  
Model cutting out flashcards (cut, fold, staple/tape).  
Students cut out flashcards independently.

Two students practice flashcards together, asking: "What's this?"

Regroup and practice vocabulary as a class using TPR.

Two students practice together using TPR.

- Phonics

**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 & e, and consonants:

i	e	g
t	p	r

**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:

get	teg	rit
pet	rig	pep
pig	reg	get
peg	tep	rep
tig	ret	tet

- Review story

Students take out “Going to School” story from last week.

Write “g” on the board. Review letter name and letter sound.

Model tracing the g with a different color marker on the board.

Hand out colored pencils to students to trace all the g’s in the story.

Students read again.

















**Exit**

**Entry**

Students cut, fold and staple or tape.

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Go downstairs



Go upstairs



Go straight



Go around



Turn left



Turn right



Go out



Go in

i	e	g
t	p	r

cut-----

i	e	g
t	p	r


(Elkonin boxes)

Lisa Vogl 2017

## Day 2

- Warm-up

Two students practice flashcards together, asking “What’s this?”

- 6 square

Hand out 6-square grid. Tell students to number them 1-6.

Students take out their flashcards.

Teacher calls out different directions which students place in the correct box. For example:

“Number 1: go out. Number 2: go straight.” etc.

Float around the room to check that students are orienting the arrows correctly as you call them.

- Reading directions

Hand out “Which way?” matching sheet. Model matching the words to the arrow.

Hand out sign reading questions. Students only need to draw arrows, not spell directions.

Float around the class as students complete independently.

- Reading signs

Ask students, “Do you take the train? What train do you take?”

Show one sign. Ask “What train is this?” then, “Which way is the \_\_\_\_\_?”

Practice reading a few signs.

Then, hang signs around the room, simulating a subway station

Tip: Put them above eye-level. You have to look up to see subway signs.

Model walking around the class and drawing the directions for trains as you find them.

Students complete independently.

- Communicative: Which way is the \_\_\_\_\_?

Teach question “Which way is the \_\_\_\_\_?” Students quiz each other using the question and their answers from the final worksheet.




cut-----


go out



turn left



turn right



go around



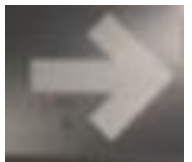
go straight



go in



go upstairs



go downstairs





1. Which way is the **exit**? \_\_\_\_\_



2. Which way is the **2**? \_\_\_\_\_



3. Which way is the **4** to **Manhattan**? \_\_\_\_\_



4. Which way is the **D**? \_\_\_\_\_



5. Which way is the **B**? \_\_\_\_\_



6. Which way is the **N**? \_\_\_\_\_



7. Which way is the **5**? \_\_\_\_\_



8. Which way is the **3**? \_\_\_\_\_



Which way is the **4** to Manhattan? \_\_\_\_\_

Which way is the **3**? \_\_\_\_\_

Which way is the **exit**? \_\_\_\_\_

Which way is the **2**? \_\_\_\_\_

Which way is the **N**? \_\_\_\_\_



Which way is the **5**? \_\_\_\_\_

Which way is the **3** to **Manhattan**? \_\_\_\_\_

Which way is the **exit**? \_\_\_\_\_


Which way is the **D**? \_\_\_\_\_

Which way is the **Q**? \_\_\_\_\_





  
  
**stops at  
center of  
platform**

**EXIT** Warren St & 

 to David  
at level





DOWN TOWN TRAINS

Manhattan & Queens  
R →

SPECIAL EVENT Program, Event

Duronto Riscan

Service Changes

N

Monday, April 9 and 10

Conroy Island-bound

**Exit**

**F**

**Manhattan &  
Queens**

**M**

**W**



<b>Train</b>	<b>Which way?</b>
<b>R to Manhattan</b>	
<b>2</b>	
<b>W</b>	
<b>G</b>	
<b>A to Manhattan</b>	
<b>6</b>	
<b>4 to Brooklyn</b>	
<b>G</b>	
<b>N to Brooklyn</b>	
<b>3 to Brooklyn</b>	
<b>R to Brooklyn</b>	

## Day 3

- Going on the subway trip!

Using the subway direction scavenger hunt sheet, take students on a trip to a nearby subway hub. The sheet provided is for Atlantic Ave Barclays Center.

Follow students as they navigate through the subway terminal and find the various signs, recording the directional arrows as they find the final platforms.

### **TIPS:**

- Buy several metro cards in advance, unless you have pre-taught buying tickets. If you add a dollar amount, each metro card only allows a few transfers at one turnstile.
- Continue to ask “Which way is the \_\_\_\_?” as you move with students through the station. When we read subway signs, we continue to follow several signs until we reach the correct platform. Have students record the final direction.
- When you come back, have about 8 or 9 pictures prepared that documented your journey, and elicit a language experience story from your students. Using this method, students provide the language which you write for them. Then, teach the students to read what you wrote. This document provides an example from the original curriculum’s final product.



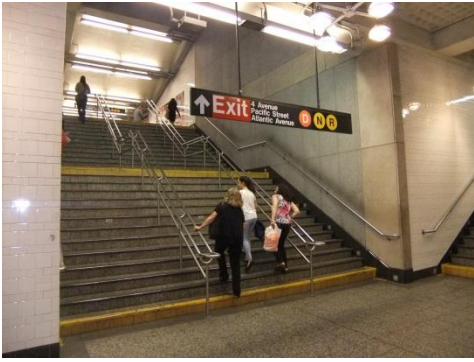
# Atlantic Ave Barclays Center

Train	Which way?
D	
B	
2	
3	
4	
5	
Q	
N	

# Atlantic Ave Barclays Center

Train	Which way?
D	
B	
2	
3	
4	
5	
Q	
N	





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# Subway

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We walk to 59<sup>th</sup> street.



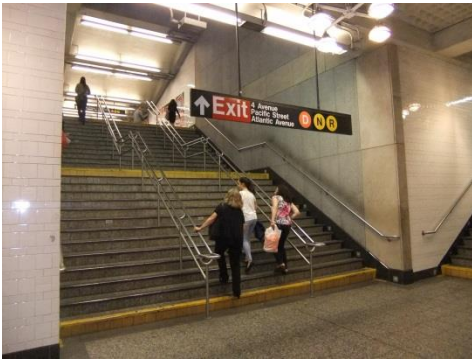
We swipe.



We take a train D.



We go to Atlantic Ave.



We get off.



We go to Manhattan.



We see Brooklyn.



We see Manhattan.



We go downstairs.