



Subway Maps

Standard Connection:

- ELA.RI.PK4.1
- ELA.W.PK4.5
- M.CC.PK4.4
- M.G.PK4.2
- PD.FM.PK4.1
- PD.FM.PK4.5
- SS.FC.PK4.6a
- S.T.PK4.2

Enduring Understanding(s):

- Color can be used to communicate ideas, thoughts, and feelings.

Essential Question(s):

- How are colors used to communicate ideas, thoughts, and feelings?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Nana in the City</i> • images of city and subway maps (see Resource) • clipboards • paper • writing and drawing utensils 	<p>map: shows us where we are and where we need to go</p> <p>subway: an underground train in a large city that carries people from place to place</p> <p>system: a group of related things that work together</p>	

Intro to Centers	
Preparation: Set up materials	
"In <i>Nana in the City</i> , the boy and his grandmother rode the Number 1 subway to her apartment. What do you notice?"	pp. 5-6 Show Illustrations. Children respond.
"Why do you think the number 1 is in a red circle?"	Children respond.
"Here is a map of a subway system , and a subway train. What do you notice?"	Show images. Children respond.
"The train has the same color as one of the lines on the map . How is this helpful?"	
"Today in Library and Listening, you can research subway maps ."	

During Centers:

Compare and contrast a train or bus map to Classroom Maps. Encourage children to notice symbols, shapes, and numbers on the map. Support children in recording their research in Creative Writing. Encourage children to create a bus or train system in Blocks in Building a City. Encourage children to count the number of stops in between stations. Encourage children to consider the different routes they could take between destinations.

Guiding Questions During Centers:

- What does this map represent? How can you tell?
- How are these maps similar to or different from each other?
- How is this subway map similar to or different from your classroom map?
- How could a subway map have been useful to Nana and the boy in *Nana in the City*?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

Take photographs of children during the activity and display them with captions of the children's words describing their processes.

Provocation:

Invite a school bus driver or local city/charter bus driver to visit the classroom. Plan an imaginary (or real) field trip on a bus. Use a local/state map to plan the route.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide a variety of writing materials to meet children's fine motor needs.