

ISBN: 978-1-58089-111-0 • \$15.95 • HC
Ages 4–7

Subway Ride

Activity Guide

A fantastical journey introduces young readers to subway travel. Five children pay the fare, pass through the gates, and zip through the tunnels of subway stations in ten cities around the globe. The trip around the world underscores how travel and cultural connections create community.

Before reading *Subway Ride*

Show the children the cover of the book, ask them the following questions:?

- What do you think this book is about?
- What clues on the cover make you think that?
- Ask the children what they know about trains. Create a train chart including what they know, what they would like to know, and what they learned (to be completed after reading).

As you read *Subway Ride*

- Ask the children about the different places they have traveled to.
- Ask about the different types of people that they have seen there.
- Ask them about the differences they see in the places where the children in the book stop.
- Talk about how this subway is magical: all of these places are spread far across the world, and people could never travel via train from one to the others.

Vocabulary to discuss as you read

Subway—noun; an underground railroad, usually operated by electricity

Fare—noun; the price of travel in a bus, train, airplane, or other vehicle

Underground—adverb; beneath the surface of the ground

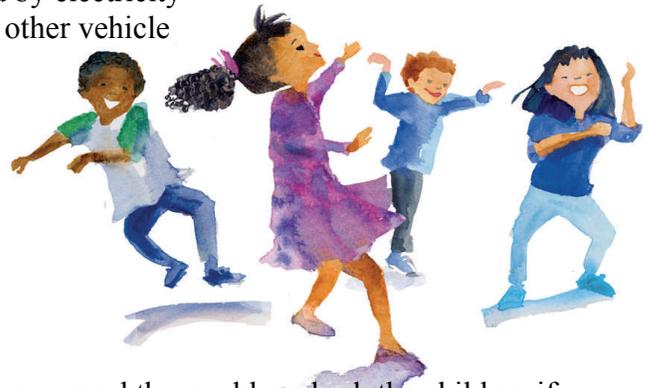
Vibes—noun; vibration

Blur—verb; to become fuzzy

Track—noun; a course of route for a railroad

Zip—verb; a sound of speed and energy

Celebration—noun; a party



After you read *Subway Ride*

- Read the author's end notes about the different subways around the world, and ask the children if they have any questions.
- Discuss the importance of subway safety and how children should not travel alone.
- Discuss the importance of diversity, and how the ending page of children dancing in the park is a bigger message.

Activity

Gather a group of young children and give them each a lemon. Tell them to “get to know your lemon.” The children will examine their lemons, smell them, touch them, throw them in the air, and roll them around. After a few minutes, take the lemons back and collect them in a big basket. Next, ask the children to find their lemons from among the bunch. Remarkably, many children will claim to recognize their lemons at once. Some will even get protective of them.

Next, ask the children to describe how they recognized their lemons. The responses are always varied. “My lemon was a big lemon,” one might say. “My lemon was a perfect lemon,” says another. And another, “My lemon had dents and bruises.” This launches a discussion about how people are like the lemons—they come in different sizes, different shapes, different shades of color, different “dents and bruises.”

After exploring those ideas, collect the lemons again. This time, peel the lemons and return them to the basket without their protective skin. Now tell the children to again find their lemon. Presented with this quandary, the children’s reactions are much different. “But they all look the same!” they’ll exclaim. This opens the door to a discussion of how people, much like the lemons, are pretty much the same on the inside.

