

Model Lesson Plan for *Last Stop on Market Street*

Grades PK-1 • Day 1 Read Aloud

Lesson developed by Pam Spycher, Marianne Justice, and Thea Fabian

LEARNING TARGET

Children discuss "on-the-surface" comprehension questions about the story, make predictions, and begin to engage with the story's themes and life lessons.

Purpose

This is the first in a series of five lessons that engage children with the theme of recognizing the beauty in your community, as presented in the story *Last Stop on Market Street*. The five-day process uses the Teaching and Learning Cycle (TLC) framework to scaffold comprehension, extended text-based discussions, and story writing. During this lesson, the teacher reads the text aloud, highlights general academic vocabulary and figurative language, and models expressive reading and inference making. Students listen actively and discuss "on-the-surface" (literal) comprehension questions and make predictions.

The purpose of this lesson is to provide students with an opportunity to gain a basic understanding of the story's plot, characters, setting, and theme by discussing questions and making predictions and to develop awareness of the language in the text through teacher explanations of the meanings of new words, figurative language, and expressions. After the five-day sequence of lessons that intentionally scaffold comprehension and writing, the children will write their own versions of the story.

Materials

- *Last Stop on Market Street* by Matt de la Peña
- Chart paper for charting questions and observations
- Student journals (one for each student for daily writing tasks)

Teaching and Learning Process

Steps <i>(routines, procedures)</i>	Instructional Notes <i>(what to consider, where to listen and observe, how to support)</i>
Step 1: Set the purpose	<p>Let the children know that <i>Last Stop on Market Street</i> is a story about a boy named CJ who takes a trip on a bus with his grandmother (Nana). Let them know that that the problem in the story is that CJ is having a hard time seeing the beauty around him. He learns important lessons from his Nana about how beauty can be found anywhere, if we learn to notice it. Tell the children that the purpose of today’s first interactive reading of the story is to become familiar with the characters and events in the story, as well as the new language in it.</p>
<p>Step 2: Read the story aloud to students, stopping frequently to have students discuss on-the-surface questions and make predictions and to model inference making</p> <p>For many of the questions, have the children talk to a partner (Think-Pair-Share, T-P-S).</p> <p>For some questions, you could ask individual students to respond, once everyone has first had a chance to think about the question.</p>	<p>As you read, stop at select parts of the story, using the post-it notes prepared while planning. Explain vocabulary, figurative language, and expressions as the language appears in the text. Some examples of where to stop are provided below:</p> <p>p. 8: <i>I’m thinking that when CJ asks his grandma why they don’t have a car, he’s feeling left out. He feels sorry for himself and he’s uncomfortable. He’s wishing he had a car like his friends.</i></p> <p>p. 13: <i>I’m thinking Nana is trying to help CJ see beauty in the world when she tells him, “boy, what do we need a car for? We got a bus that breathes fire.” I’m noticing the author is using very descriptive language to help us visualize, or see, what is happening in the story. How are nana and CJ traveling through their city? (T-P-S)</i></p> <p>p. 18: <i>Here, I notice CJ has his eyes closed and he’s smiling. I’m thinking CJ is starting to feel differently about the world around him. How does the illustration help us to understand how CJ is feeling? (T-P-S)</i></p> <p>p. 21: <i>I’m noticing the author uses a lot of beautiful language to describe how CJ is feeling. Here, I’m thinking the rhythm did not actually lift CJ out of the bus, but instead he is using his imagination to help him appreciate the world around him. The music is helping him appreciate his surroundings.</i></p>
Step 3: Draw attention to vocabulary and sophisticated language	<p>Draw students’ attention to the following words as you are reading the text by explaining their meanings, pointing to an illustration that illustrates them, or acting the word out physically with the children using gestures:</p> <ul style="list-style-type: none"> • freedom (p. 2) • encounter (not in the text, but use when CJ “encounters” new people on the bus) • appreciate (not in the text, but explain that CJ learns to “appreciate” his surroundings after reading the text) • witness (p. 25) • surrounded (p. 25) • “Watch the world with your ears” (p. 16) • “The rhythm lifted CJ out of the bus” (p. 21)

Steps (routines, procedures)	Instructional Notes (what to consider, where to listen and observe, how to support)
<p>Step 4: Culminating Conversation & Bridge to Writing</p> <p>Ask students a “why” or “how” question focusing on story comprehension.</p> <p>Encourage students to use the charts created during the lesson and other prints in the room to add to their writing and also to talk to their peers continuously while writing.</p>	<p>After reading the whole story, ask children to discuss a culminating question in partners and then to write about what they discussed in their journals. Children continue to discuss ideas as they write (encourage collaboration).</p> <p>Show picture of CJ and his Nana smiling and serving food in the soup kitchen, then ask, “How does CJ learn to see beauty in the world?”</p> <p>Give the students the option of using this sentence frame: CJ learns to see beauty in the world when _____. Offer the following verbs as options: sees, notices, hears, experiences, appreciates</p> <p>Pair students strategically for this discussion, and ask them to first think about the question quietly for one minute and construct what they will tell their partner. Then, encourage students to discuss and elaborate on their ideas with a partner and use as much of the language from the story as they can to support their ideas. Also encourage them to prompt their partners to say more.</p> <p>Conclude by having students write what they just discussed in their journals, along with a drawing.</p>
<p>Step 5: Closure & Make a Home Connection</p>	<p>Remind students of the purpose of today’s lesson, which was to learn about how a little boy named CJ begins to see beauty in the world.</p> <p>Ask the children to retell the story to their parents when they get home in the language(s) they are most comfortable using.</p>

Vocabulary and Phrases in Last Stop on Market Street to Post on the “Big Kids” Word Wall:	
<p>Freedom Ducked under Encounter Creaked Lurched</p>	<p>Appreciate Plucking Surrounded Witness “The rhythm lifted CJ out of the bus”</p>