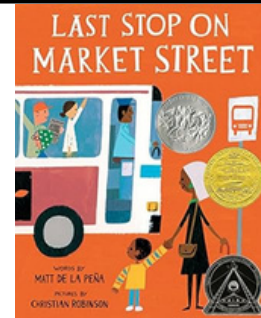


Last Stop on Market Street

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Before Reading: Get Ready

Review the book synopsis with the student to confirm interest in reading the book. Share the title, author, and illustrator. Talk about the cover.

Activate comprehension and set a purpose for reading. In our book, we are going to read about a boy named CJ and his grandmother, nana. CJ and his nana take a bus trip in their city. CJ's nana teaches CJ to try to find what is good and beautiful around him. Who is someone in your life who teaches you? What have you learned from them? Let's read to see what CJ learns and how he changes from the beginning to the end of the book.

Introduce important vocabulary and ask your student to listen for these words during reading.

- **lurched:** In our book, the author says that the "bus lurched forward and stopped." When buses start and stop quickly, we can say that they lurch back and forth, and the people on the buses get moved around!
- **graffiti:** Graffiti is what people write or draw on outside walls and buildings. The characters in the book see graffiti when they get off the bus.
- **witness:** At the end of the book, nana talks about being a witness for what is beautiful. When you witness something, you see or observe it.

During Reading: Read Together

Sit side-by-side to share the book. Follow the conversation prompts and invite your student to ask questions or comments connected to the text to ensure their comprehension.

- **After reading p. 6:** An inference uses text evidence (or clues) and prior knowledge to understand what the author is trying to say. I am inferring that CJ is not very happy about the rain and about having to ride the bus instead of being in a car because of the things he said. When I say things like that, it usually means I am not happy about something. Do you think Nana feels the same way as CJ?
 - Help your student make a prediction about Nana.

- **After reading p. 18:** Let's look at this illustration and think about how CJ is thinking about things now. What do you infer?
 - Help your student infer that CJ is starting to notice the good things all around him because of how happy this illustration looks and what he is saying now.
- **After reading p. 25:** How do you infer how CJ has changed?
 - Help your student infer that CJ seems to be noticing the good and beautiful things all around him, too...just like Nana.

NOTE: This book does not have page numbers. These conversation prompts will be marked in the book for your use.

After Reading: Discuss and Extend

After reading, briefly discuss the text and revisit vocabulary words to ensure your student understands the text. Extend the conversation with writing to give your student multiple opportunities to show understanding.

- **Let's talk about what CJ learned from his nana and how he changed from the beginning to the end of the book.** Feel free to look back in the book if your student wants to do so.
- **Let's write to respond to this story.** (Choose a prompt for student response and copy the selected frame into your student's notebook.)
 - One way that CJ changed in the book is that he _____. At the beginning of the book, CJ _____. At the end of the book, CJ _____.
 - CJ learned from his nana that _____.
 - I can notice what is good and beautiful in my life by _____.