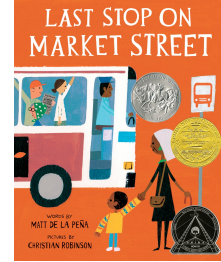


Unit 1: Building Strong Communities

WEEK 2 Day 3



**Text Talk**  
***Last Stop on Market Street***  
Read 1 of 2

<b>Big Ideas</b>	Caring for each other builds community.  When people in communities talk, work, play, and learn together, they can create positive change.
<b>Weekly Question</b>	How do we benefit from being part of communities?
<b>Content Objectives</b>	Using key details, I can describe how the main character, CJ, changes over the course of the story. (RL.1.3)  I can describe the way the people on the bus feel by being together. (Civics 1)
<b>Language Objective</b>	I can answer questions about how CJ changes over time in <i>Last Stop on Market Street</i> . (SL.1.2)
<b>Vocabulary</b>	<b>patter</b> : making light sounds (of rain) <b>sighed</b> : let out a long, heavy breath <b>lurched</b> : moved suddenly forward <b>positive</b> : good <b>together</b> : with each other <b>blind</b> : unable to see <b>rhythm</b> : a regular, repeated pattern of sounds
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• <i>Last Stop on Market Street</i>, Matt de la Peña Pre-mark page numbers in the book to correspond with the lesson. Page 1 begins with “CJ pushed through the church doors...”</li></ul>

	<p>On the whiteboard, write:</p> <p>How does CJ change over the course of the book?</p> <p>How do the people on the bus feel by being together?</p>
<p><b>Opening</b> 1 minute</p>	<p><i>Today we will read Last Stop on Market Street, by Matt de la Peña. In this story, a boy takes a special trip on the bus with his grandmother.</i></p> <p>Set a purpose for reading. <i>As we read today, we will identify key details about the main character, CJ, tracking how he changes during the course of the story. We will describe the way the people on the bus feel by being together.</i></p>
<p><b>Text and Discussion</b> 16 minutes</p> <p>page 7</p>	<p>Check for understanding of key details. <i>Why does Nana say they don't need a car? What does she mean?</i></p>
<p>page 12</p>	<p><i>How does CJ feel about going somewhere after church? What in the story makes you think that?</i></p> <p>Elicit a few responses.</p> <p><i>Thumbs up if you have ever felt sorry for yourself. What was that like?</i></p>
<p>page 18</p>	<p><i>How does CJ feel listening to the music? How is his response to being on the bus changing?</i></p>
<p>page 22</p>	<p>Check understanding of important themes. <i>What does Nana mean when she says "Sometimes when you're surrounded by dirt, CJ, you're a better witness for what's beautiful?"</i></p>
<p>page 28</p>	<p>Check for clarity. <i>What are CJ and Nana doing at the end of the book?</i> <i>Thumbs up if you have heard of, or been to, a soup kitchen before. What is it?</i></p>
<p><b>Key Discussion</b> 7 minutes</p>	<p>Think, Pair, Share.</p> <p>Prompt 1: <i>How does CJ change over the course of the book? List some key details that tell you that.</i></p> <p>Prompt 2, Connect to the Weekly Question:</p>

	<i>How do the people on the bus feel by being together? Why do you think that?</i>
<b>Closing</b> 1 minute	<i>Today we read Last Stop on Market Street to see how CJ's feelings and actions change because of the special bus trip he takes with his grandmother. We connected to our weekly question, thinking about the community created on the bus.</i>
<b>Standards</b>	<p><b>RL.1.3.</b> Describe characters, settings, and major events in a story, using key details.</p> <p>*Note: Although the Grade 1 version of this standard does not directly address how a character responds to events over time, the Anchor Standard reads: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p><b>SL.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>Civics 1.</b> Demonstrate understanding of the benefits of being part of a group and explain what it means to be a member of a group; follow the group's rules, limits, responsibilities and expectations, and explain reasons for rules to others.</p>
<b>Ongoing assessment</b>	<p>Listen to children's responses during whole group time and Think, Pair, Share.</p> <p>Are children able to recount key details in the story?</p> <p>Are children able to describe how CJ changes over the course of the story?</p> <p>During Think, Pair, Share, are children able to explain the positive change created by coming together as a community on the bus?</p>

**Notes**

