



WEEK 2 Day 4

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

<b>Big Ideas</b>	<p>Caring for each other builds community.</p> <p>When people in communities talk, work, play, and learn together, they can create positive change.</p>
<b>Weekly Question</b>	How do we benefit from being part of communities?
<b>Content Objectives</b>	<p>I can explain how phrases in the story help the reader understand CJ’s experience. (RL.1.3, RL.1.4)</p> <p>I can use key details from the text to evaluate CJ as a member of his community. (RL.1.1, Civics 10)</p>
<b>Language Objective</b>	I can determine the meanings of unknown phrases in <i>Last Stop on Market Street</i> . (L.1.4)
<b>Vocabulary</b>	<p><b>patter</b>: making light sounds (of rain)</p> <p><b>sighed</b>: let out a long, heavy breath</p> <p><b>lurched</b>: moved suddenly forward</p> <p><b>positive</b>: good</p> <p><b>together</b>: with each other</p> <p><b>blind</b>: unable to see</p> <p><b>rhythm</b>: a regular, repeated pattern of sounds</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li><i>Last Stop on Market Street</i>, Matt de la Peña</li> </ul> <p>On the whiteboard, write:</p>

	<p>How do the phrases we have read closely in <i>Last Stop on Market Street</i> help us understand how CJ might feel on the bus?</p> <p>How does CJ benefit from being a member of the community?</p>
<p><b>Opening</b> 1 minute</p>	<p>Set a purpose for reading.</p> <p><i>Today we will read Last Stop on Market Street, by Matt de la Peña, again. This time, we will stop to read a few parts very closely. We will describe how certain phrases help us understand the main character’s experience. Phrases are groups of words that make sense together. Then, we will consider how CJ and others benefit from being members of the communities in the book.</i></p>
<p><b>Text and Discussion of pages 1-14</b> 8 minutes</p>	<p>Check for understanding of key details.</p> <p><i>What do you think the author means by the “air smelled like freedom”? How does this help us think about how CJ feels right after church?</i></p>
<p>page 2</p>	
<p>page 5</p>	<p><i>The author writes that CJ watched the “water pool on flower petals.” What’s going on here?</i></p>
<p>page 7</p>	<p><i>Here, the author writes that the bus “sighed and sagged.” Try to show sighing and sagging with your body and voice. Is this a negative or positive image? Negative means bad and positive means good. Why does that matter?</i></p>
<p>pages 9-10</p>	<p><i>On these pages, the bus “lurched forward and stopped, lurched forward and stopped.” Close your eyes and imagine how you would feel on a bus moving like that.</i></p> <p><i>Lurching is very different than the movement of cars zipping by or boys hopping curbs on bikes.</i></p> <p><i>How might the bus’s movement contribute to how CJ is feeling about the bus trip at this point in the story?</i></p>
<p><b>Key Discussion</b> page 16</p> <p>7 minutes</p>	<p><i>On this page, the author describes a very different experience for CJ. Let’s read this page again.</i></p> <p>Think, Pair, Share.</p> <p><i>What is happening here? How does CJ feel now?</i></p> <p><i>How do the phrases we have read closely in Last Stop on Market Street help us understand how CJ might feel on the bus?</i></p>

<p><b>Connect to Weekly Question</b> 8 minutes</p>	<p>Read to the end. <i>Now that we've read this story again, and we've been thinking about how we benefit from being part of communities, let's think about CJ as a member of his community.</i></p> <p>Think, Pair, Share. <i>How does CJ benefit from being a member of the community? You can think of CJ as a member of the community on the bus or at the soup kitchen. Give examples from the text.</i></p> <p>Bring attention back to the whole group. <i>How do others in the book benefit from being part of a community with CJ and Nana?</i></p> <p><i>Let's record one ideas on our Weekly Question Chart.</i></p>
<p><b>Closing</b> 1 minute</p>	<p><i>In Last Stop on Market Street, we saw how being a member of a community can change the way people feel! It can create positive change for individuals and groups.</i></p>
<p><b>Standards</b></p>	<p><b>RL.1.1.</b> Ask and answer questions about key details in a text. <b>RL.1.3.</b> Describe characters, settings, and major events in a story, using key details. <b>RL.1.4.</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <b>L.1.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. <b>Civics 10.</b> Evaluate the qualities of a good citizen or member of the community, drawing on examples from history, literature, informational texts, news reports, and personal experiences.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to children's responses during whole group time and Think, Pair, Share.</p> <p>Are children able to unpack key phrases? Can they relate these phrases to the events in the story? Are children articulating how people benefit from being part of a community in the story?</p>
<p><b>Notes</b></p>	

