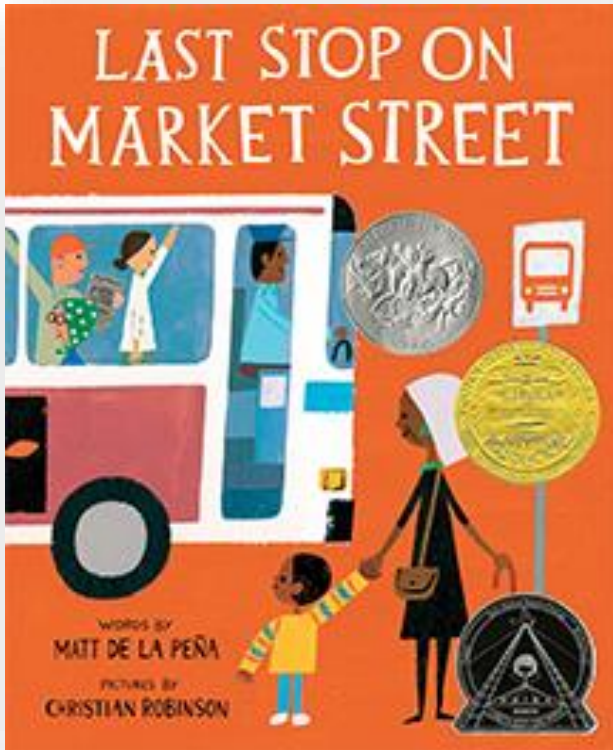


Early Literacy Toolkit: “Last Stop on Market Street”

Author: Matt De La Peña
Illustrator: Christian Robinson



This picture book is truly extraordinary. While delightful for the preschoolers, it can also be used with older students. An African American child and his look-on-the-bright-side grandmother take a bus, after church, to a soup kitchen (though we don't find out their destination until the end). Along the way, the grandmother helps the child appreciate the unexpected beauty in the city, especially in the people. The tone is light and playful while the themes explored are profound. It is so well regarded that it received a prestigious Newbery Medal. It is one of only two picture books ever to have won this award, and the first by a Latino author.

Vocabulary

Appreciate: recognize the full worth.

Creaked: (of an object or structure, typically a wooden one) a harsh, high-pitched sound when being moved or when pressure or weight is applied.

Encounter: faced with an unexpectedly experience (something difficult or hostile).

Freedom: the power or right to act, speak, or think without hindrance or restraint.

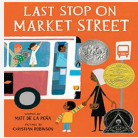
Lurched: an abrupt, unsteady, uncontrolled movement or series of movements; stagger.

Plucking: catch hold of and pull quickly.

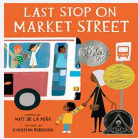
Surrounded: be all around (someone or something).

Witness: evidence; proof.

Early Literacy Schedule



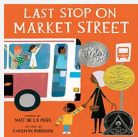
Monday: Read Aloud, Vocabulary Activity



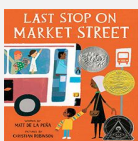
Tuesday: Categories Warm Up Game, Vocabulary Review, Connection Activity



Wednesday: Connection Activity, Vocabulary Review



Thursday: Connection Activity, Vocabulary Review



Friday: Connection Activity, Vocabulary Review

Day One

Read Aloud Link:

<https://youtu.be/bqP08Fp9IRE>



Vocabulary Activity:

Great Verbs Collage: There is a wonderful selection of verbs that the author uses in this story, including **pool**, **patter**, **zip**, **lurch**, **pluck**, **swirl**, and **slice**. Provide students with kid-friendly definitions of each of these verbs.

Next, in groups of three have students create a collage of the many verbs they see and find in the text. This collage can be written on poster board, using markers or with sidewalk chalk, or with cut-out letters and words from magazines.

While Reading:

Page 5: CJ notices a lot of different things in the world around him. Why do you think he and Nana don't have a car? How might they get around their city?

Page 7: How do you think the music makes CJ feel?

Page 13: CJ is complaining about going somewhere with Nana after church. Where do you think they are going?

Page 19: Nana encourages CJ to see the positive in everything. What do you think she means when she says, "Some people watch the world with their ears?"

After Reading Comprehension Questions:

1. Nana helps CJ see that there is beauty everywhere we look. Let's look outside and see what beauty we can find around us.
2. The blind man on the bus tells CJ to close his eyes and see with his ears. Let's close our eyes and listen. What do we "see?"
3. CJ and Nana volunteer at a soup kitchen each Sunday. Tell about a time when you have helped someone in need.
4. CJ and Nana have a Sunday routine. What is that routine? Do you have a routine on a certain day?
5. What is something that we could do to help others soon?

Emotions, Happiness, Observation, Sequencing: CJ's feelings change over the course of the story. Look for signs in the book for what he might be feeling. Make a two-column chart that follows the course of the story with the left column noting what he's doing or saying and the right column listing what he might be feeling.

Day Two

Warm-Up Activity:

Art and Dance: Have children and families create a drawing that they have imagined together. The drawing will illustrate the pictures they have in their heads using acrylic and collage, similar to the illustrator. Additionally, dances can be constructed instead of artwork. Explain that they will keep their eyes closed and move to the music, but that they must remain in physical contact with each other. Record these interpretive “contact dances” with video and play back so that each child can see themselves performing.



Vocabulary Review:

You will need:

- One disposable paper or plastic cup for each focus word
- One ping pong ball

Get ready: Write one focus word on the bottom of each cup. Arrange the cups in a triangle formation across a tabletop.

How to play: Players take turns bouncing the ping pong ball into the cups. Whichever cup the ball lands in, the player must turn over and read the word or cover it up and spell it. The cup can be left upturned so that all words are eventually read/spelled or turned back over before the next turn. Players receive a point for each correct answer, or simply play for fun without scoring.

For larger groups, divide the players into two teams. The first team to reach a pre-agreed number of points is the winner.

Connection Activity Children and Adults.

Who are the special adults in a child’s life? Have students write about someone who makes them feel special, perhaps it’s a grandparent, aunt or uncle, or maybe a neighbor, former teacher, or parent. The children will brainstorm about the people in their life and how they make them feel special. The teacher will ask the children to consider when the adult is “tough” on them. What are some expectations the adults have? What do the children learn from the adults?

Students can write a memoir about an important moment with this special adult. To make it more of a challenge, particularly for older students, have them turn that special moment into a fictional picture book, along the lines of “Last Stop on Market Street.”

Day Three

Vocabulary Review: Bam!

This game can be played by 2-4 players.

You will need:

- Craft sticks – two per focus word, plus five additional sticks
- A marker or pen
- A tin can or similar

Get ready: Use a marker to write a focus word on one end of each craft stick. Repeat until you have two sticks for each word. Write BAM! on the remaining five craft sticks. Place all sticks into the can so that the ends with word on them are hidden inside the can.

How to play: Players take turns drawing a stick from the can. Players can either read the word on the stick, or quickly look at the word, cover it up, and then spell it without looking. If the player answers correctly, they keep the stick. If the player answers incorrectly, the stick is returned to the can. If the player draws a BAM! stick, they must return all sticks to the can. Play continues until an adult calls time. Alternatively, a time limit can be set and the winner is the person with the most sticks in their possession when time is up.

Connection Activity

Family and Community Connections:

Students should interview a parent/adult (it doesn't have to be their mom or dad).

The interview will focus on how the parent was raised. For example: "What was Grandpa like as a dad?" and "What did you used to do with Grandpa when you got home from school?" Another example is "Auntie, what was Grandmom like when you were a kid?"

Ideally, the child should know the person being interviewed in order to gain the greatest perspective possible.

Additionally, the child can interview a grandparent about a parent.

"Grandmom, what was my mom like as a kid?" These types of questions can provoke intergenerational conversations that can illuminate family traditions and dynamics. For children for whom this is not possible, an interview can happen between any inter-generational adults to provide perspective. Students can share their favorite portions of the interviews in class.



Day Four

Vocabulary Review: Trash Ball

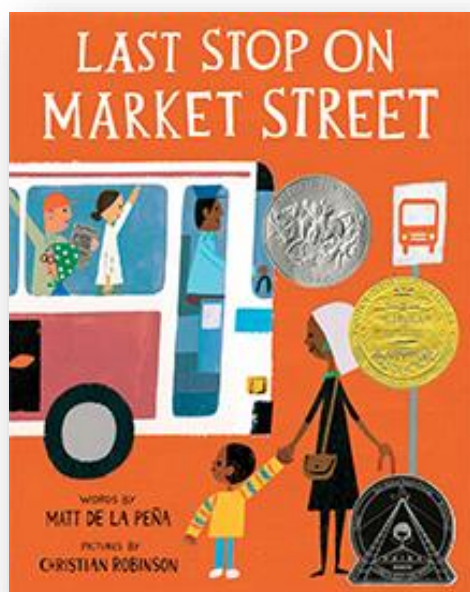
This game can be played by 1+ players.

You will need:

- A clean trash can or large container
- Paper

Get ready: Write each focus word on a piece of paper, and then crumple the paper into a ball. Place all the crumpled papers in the container or trash can.

How to play: Players take turns reaching into the container to choose a paper ball. Players will then unscrunch the paper ball and either read aloud the word or quickly look at it, then cover up the word and spell it. If answered correctly, the player can crumple the paper up again, and try to shoot a “basket” into the trash can. For each basket scored, the player receives one point. Continue playing until all the paper balls are in the basket or take them out and start all over again! To play with a large group of children, divide the group into two teams. Each basket made results in a point for the team. The team with the most points at the end of the game is the winning team.



Connection Activity: Field Trip

In “Last Stop on Market Street,” CJ wonders “how his Nana always found beauty where he never even thought to look.” What does that mean, considering how Mira and Nana see and defines “beautiful?”

Work with your local or nearby public transportation system to secure a bus for your class. Operated like a traditional field trip (with permission slips, etc., as required by your school), the bus is the actual trip. Schedule a route with the driver that highlights many different neighborhoods of your city/town.

Each child can record their findings with paper and pencil so they can sketch what they perceive to be the most beautiful parts of their city, as they drive by them in person. If a bus is not available, perhaps taking a neighborhood walk would be more accessible.

Day Five

Vocabulary Review: Roll It Out

This game can be played by 2 players.

You will need:

- A set of focus word cards, shuffled and placed face down in a stack
- A die
- A sheet of paper to keep score

How to play: Players take turns picking up a card from the stack, reading the word or covering it up and spelling it. If the answer is correct, the player rolls the die for a score. The number rolled is recorded on the



Connection Activity Links:

Spanish Guitar: <https://www.youtube.com/watch?v=bBoDjxLpAzY>

Mariachi: <https://www.youtube.com/watch?v=XhwDEk9JuOk>

Classical: <https://www.youtube.com/watch?v=cbZ7V2ifh20>

Blues: <https://www.youtube.com/watch?v=4P0hG3sD0-E>

Caribbean & Steel Drums:

<https://www.youtube.com/watch?v=q1JTb7bdm38>

Connection Activity

Seeing What You Hear. On the bus, C.J. closes his eyes, as suggested by the blind man sitting near him, to hear the guitar gently playing nearby. When he does this, he “sees” what he hears: “sunset colors swirling over crashing waves;” “a family of hawks slicing through the sky;” and “butterflies dancing free in the light of the moon.” Play a range of different music compositions for your students. Ask students to close their eyes as you play each segment, and when the music is over, give them a minute to write down everything they saw in their mind’s eye. Have them compare and contrast what they see with when hearing the different compositions.

After each selection, ask children and families to think about and discuss:

- Does this music feel familiar?
- Where have you heard it before?
- Does it feel different? Why? What about it?
- How does this music help reflect on our understanding of the world?
- How does it give background to our sociocultural and historical contexts?
- Which music is represented here?
- Which music is missing from this activity?
- Is “your” music represented?

Teaching Resources

Extension Activities

Swat It

This game can be played by 2+ players.

You will need:

- Two clean fly swatters (or hands)
- A set of index cards with the focus words written clearly on them

How to play:

For two players: Lay all of your words out on the table face up. Give each player a fly swatter.

An adult calls out a focus word. The first child to find and swat the word reads or spells it aloud (turn to face the opposite direction for spelling). If the player answers correctly, they score a point. The first player to reach a pre-agreed number of points is the winner.

For a larger group: Tape word cards to a wall. Divide players into two teams. The first player for each team steps forward and competes to be the first to swat the word called. The player who wins the round scores a point for his team. Repeat for each pair of players until all team members have had a turn. The team first team to reach a pre-agreed number of points is the winner.

“I am Thankful for...” Photo Hunt:

Have your students to hunt for photos at home of all the things they are thankful for. Photos could include family members, vacations, school photos, pictures of friends, objects, or special memories in their lifetime. If photos are not available, children can draw pictures of what they are thankful for. This could include many things around their home, neighborhood, school, family, and friends.

Integrating Technology and Art

(Use this link): <https://americanart.si.edu/education/k-12>



References

- Scholastic: <http://www.scholastic.com>
- Carol Hurst's Children's Literature
Site: <http://www.carolhurst.com/titles/laststoponmarket.html>