

The Early Years Count Literacy Connection



Last Stop on Market Street

Written by Matt de la Pena
Illustrated by Christian
Robinson

Preschool edition

Overview of Book

CJ and his Nana leave church and hop on a city bus to the end of the line where they go to help serve supper to the homeless folks in their city. CJ has lots of questions for his Nana. Nana answers each one in an optimistic and upbeat way. The folks they meet along the way on the bus add to the overall feeling of a lovely diversity in CJ's community.

Genre: Realistic Fiction

Vocabulary

Books are a rich source of words new to children. Here are some words from *Last Stop on Market Street* to introduce in your classroom:

patter	lurch
glance	creak

Each time you read the book, choose 2 or 3 words to highlight.

Use age-appropriate definitions and/or the illustrations to help children gain an understanding of each word's meaning.

Use these new words throughout the day, reminding the children, "That's a word from our story!"

Connecting with the HighScope Curriculum

COR Advantage 1.5

Social and Emotional
Development
Item G
(Community)

Creative Arts
Item AA
(Pretend play)

Social Studies
Item GG
(Geography)

Reading Tips

When you read Nana's parts in this story, use an even, calm, and understanding tone. CJ, on the other hand, moves through the story with a variety of emotions that make him whiney, resigned, thoughtful, interested, and happy. Use your voice and body language to help convey these emotions to the children listening.

Three readings are recommended to familiarize children with the story. Each reading provides an opportunity to introduce new vocabulary words, pose open-ended questions, and engage children in activities that make the story "come alive."

At the end of each reading, display the book in the book area so children can read it on their own.

Throughout the Routine

Refer to the book throughout the day and use new vocabulary words in meaningful ways. Active engagement with the story helps the content come alive.

For **Planning Time**, pretend your group is on a bus and make "stops" at interest areas. Example, "Next stop is the House Area!"

Take a walk around your school at **Small Group Time** and look for environmental print. Back in the classroom, make a chart of the signs you found (i.e., exit, push, pull, office, storage, and rest room).

At **Work Time**, pretend to be going on a bus ride. Have the children choose where to go and how much it costs.

Around the Room

Highlight the book's content and build on the children's excitement in a variety of locations.

In the **Block Area**, have a basket with bus schedules and maps of your community/town. Use these as props to help the people and vehicles get around.

In the **Writing Area**, have card stock cut to different sizes and shapes to encourage children to make signs for the classroom. Have examples for the children to copy.

Add the book, *I Read Signs* by Tana Hoban to your **Book Area**.

Open-ended Questions

Enhance active engagement and early critical thinking skills by asking open-ended questions. These questions encourage children to explain why or how things happen, make predictions, or brainstorm possibilities rather than give one "right" answer.

Here are some questions you might ask for *Last Stop on Market Street*:

Why is the woman in the headscarf carrying a jar of butterflies?

Tell me about the man with the tattoos. Where do you think he is going?

Why does Nana bring CJ with her every Sunday after church?

For more information on how to use books and stories with children to enhance your curriculum, contact
The Family Connection:

website—
www.famconn.org

Facebook—
@famconnsjc

phone—
574-237-9740

@ Home

Since many of the children in our county will have this book at home, use it as a way to further the home-school connection. In your daily contact—in person or by text, email or other notes home—encourage families to share *Last Stop on Market Street* with their children. Here's a sample message you can send:

We've been enjoying *Last Stop on Market Street* in our classroom and using words from the story like *patter*, *lurch*, *glance*, and *creak*. Can you find ways to use these words with your child at home? The book has also encouraged us to notice beauty in unlikely places and how that makes us feel. The next time you take a walk or a bus ride with your child, look for beauty that might have been missed before. Be on the lookout, too, for any signs you see in the neighborhood. As you read them, you might explain, for example, "That sign says Walnut Street. That tells people where they are!"