



Last Stop on Market Street
by Matt de la Peña
illustrated by Christian Robinson
[ITEM #: 34W1](#)

Last Stop on Market Street—Lesson 1

Describing Surroundings Through Art

Objective

Students will be able to describe their own neighborhoods in words.

Students will be able to use descriptive words to create pictures of their neighborhood.

Overview

1. Picture Walk (3 min.)
2. Read-Aloud (10 min.)
3. Activity Launch (1 min.)
4. Class Brainstorm (4 min.)
5. Independent Jot (2 min.)
6. Share Out (2 min.)
7. Model Art Project (7 min.)
8. Independent Work (15 min.)
9. Share Out (1 min.)

Vocabulary

Freckled
Sighed
Sagged
Lurched
Slicing

Recommended Grades

1–2

Lesson Run Time

45 min.

Materials

- *Last Stop on Market Street* Book
- Color Construction Paper
- Glue Sticks
- Black Crayons
- Scissors
- “Art Project Ideas” Worksheet (Attached)

Time Frame

Instructional Activity

- | | |
|---------|---|
| 3 min. | Picture Walk —Start with a picture walk of <i>Last Stop on Market Street</i> . Allow your students to look through the pictures and discuss what the story may be about. |
| 10 min. | Read-Aloud —Read the book aloud to students. While reading, pause to ask high-level questions that require students to think critically. For instance: <ul style="list-style-type: none"> • What do you think “some people watch the world with their ears” means? • What do you think Nana means when she says, “Sometimes when you’re surrounded by dirt, CJ, you’re a better witness for what’s beautiful”? • Stop to highlight the vocabulary words on the board, asking students to give the meaning of each word. |
| 1 min. | Activity Launch —Explain to students that this book shows CJ’s neighborhood and that today they will create a picture of the place where <i>they</i> live. |
| 4 min. | Class Brainstorm —Provide students with a list of descriptive words. Have students think of more words to add to the list. Chart the answers. |
| 2 min. | Independent Jot —Give students a few minutes to create their own list of sight and sound words that describe their own neighborhoods, using the worksheet on the last page of this PDF. |
| 2 min. | Share Out |
| 7 min. | Model Art Project <ul style="list-style-type: none"> • Review your own list of sights and sounds in your neighborhood. • Select one or two items from your list. Draw these on the appropriate color construction paper and cut out the shapes. Glue the shapes onto the background paper. • Demonstrate using the black crayon to add details to the objects. |
| 15 min. | Independent Work —Students create their own works of art. |
| 1 min. | Share Out |

Click [here](#) for the **Writing with Strong Verbs lesson plan (Lesson 2)** based on *Last Stop on Market Street*.

Name: _____ Date: _____

Part I

Directions: Jot a list of the descriptive words that explain what you see and hear in your neighborhood.

Part II

Directions: Use your descriptive words and strong verbs to write about your neighborhood on the lines below.