



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

## *Last Stop on Market Street*—Lesson 2

### Writing with Strong Verbs

#### Objective

Students will be able to explain the value of using strong verbs in their writing.

Students will be able to use strong verbs in their own writing.

#### Overview

##### Part I: Introduce Strong Verbs

1. Hook (1 min.)
2. Launch (2 min.)
3. Turn, Talk, Share (2 min.)
4. Graphic Organizer Model (4 min.)
5. Partner Work (10 min.)
6. Share Out/Recap (4 min.)

##### Part II: Writing Exercise

7. Independent Jot and Share (3 min.)
8. Launch (5 min.)
9. Independent Work (10 min.)
10. Share Out/Debrief (4 min.)

#### Vocabulary

Freckled  
Sighed  
Sagged  
Lurched  
Slicing

Recommended Grades

**1–2**

Lesson Run Time

**45 min.**

#### Materials

- *Last Stop on Market Street* Book
- Lesson 1 Worksheet
- Graphic Organizer Worksheet
- Writing Template
- Chart Paper
- List of Verb Examples on the Board

## Part I: Introduce Strong Verbs

### Time Frame

### Instructional Activity

- |         |   |
|---------|---|
| 1 min.  | <b>Hook</b> —Start with an attention getter. Make a sudden move in front of the class—for example, a jump. Ask students what you just did. Ask them for specific words to describe the action, for instance, leap, hop, bounce, or skip. You may want to demonstrate some of these for emphasis.  |
| 2 min.  | <b>Launch</b> —Use the example of “freckled” from page 2: “It also smelled like rain, which freckled CJ’s shirt and dripped down his nose.” Ask your students: <ul style="list-style-type: none"> <li>• What do you think “freckled” means here?</li> <li>• What are freckles?</li> <li>• How could a shirt be freckled?</li> <li>• If the shirt is freckled, what does that tell us about the type of rain?</li> </ul> |
| 2 min.  | <b>Turn, Talk, Share</b> —Take another example from the text, e.g., “hawks slicing through the sky”: <ul style="list-style-type: none"> <li>• Ask students what they understand about the meaning of the word “slicing.”</li> <li>• Ask students to discuss their understanding of “hawks slicing through the sky” with a partner.</li> <li>• Ask students to share their ideas.</li> </ul>                             |
| 4 min.  | <b>Graphic Organizer Model</b> —Use the Turn, Talk, Share example to demonstrate how to use the Graphic Organizer (the worksheet on page 3). Briefly review synonyms and antonyms.  |
| 10 min. | <b>Partner Work</b> —Students choose words from the book to complete their own Graphic Organizers.  |
| 4 min.  | <b>Share Out/Recap</b> —Students share.   |

## Part II: Writing Exercise

<u>Time Frame</u>	<u>Instructional Activity</u>
3 min.	<b>Independent Jot and Share</b> —Explain to students that the next part of the project is to write about where they live. Students review their own neighborhood sight and sound words that they listed in the previous lesson on the Art Project Ideas worksheet.
5 min.	<b>Launch</b> —Model how to write a paragraph about your own neighborhood using the list you created for the previous lesson.*  *Note: students may need to use the Writing Template worksheet, provided on page 4 of this document.
10 min.	<b>Independent Work</b> —Students write this work on the lines provided in Part II of the worksheet from the previous lesson (Lesson 1).
4 min.	<b>Share Out and Debrief with the Students</b>

Click [here](#) for the art project companion (Lesson 1) based on *Last Stop on Market Street*.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Choose a word from the list below and write it in the center box. Write the definition of the word in the box labeled **Meaning**, write the synonyms for the word in the box labeled **Synonyms**, write the antonyms of the word in the box labeled **Antonyms**, and draw a picture of what the word means in the box labeled **Pictures**.

Freckled

Sighed

Sagged

Lurched

Slicing

Ducked

Patter

Plucking

Crumbling

Rounding

<u>Meaning</u>	<u>Synonyms</u>
<u>Pictures</u>	<u>Antonyms</u>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Use the sight and sound words you jotted in Lesson 1 to describe your neighborhood in the lines below.

My name is \_\_\_\_\_ . I live

in \_\_\_\_\_ . I like living

there because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ . I also really like \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ . It's great living in \_\_\_\_\_

\_\_\_\_\_ .