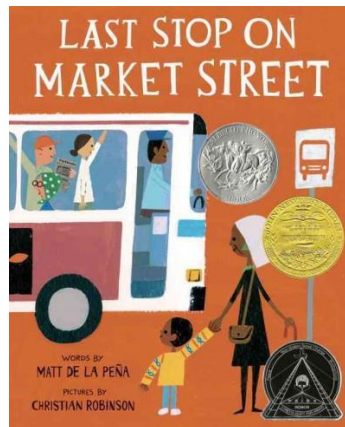


Book Guide

Milwaukee Public Library Summer Reading Program



Book Title:	Last Stop on Market Street
Author:	Matt De La Pena
Illustrator:	Christian Robinson

Recommended Audience	<input checked="" type="checkbox"/> K5	<input checked="" type="checkbox"/> 1 st	<input checked="" type="checkbox"/> 2 nd	<input checked="" type="checkbox"/> 3 rd	<input checked="" type="checkbox"/> 4 th	<input checked="" type="checkbox"/> 5 th	<input type="checkbox"/> 6 th
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Length of Time to Read:

Book can be read in one class period. (10 minutes)

Summary:

Every Sunday CJ and his grandma ride a bus across town to volunteer at a soup kitchen. Over the course of their journey grandma teaches her grandson to appreciate not only what he has but also the world around him.

Before Reading (Create Interest):

Open up the book and show the students the entire cover. Ask the students if they have ever been on a city bus. Talk about the people on the bus. Have students make predictions about them (age, where they are going, what job they have, etc.). Show the students the main character and his grandma. Predict where they are going and what the title of the book might mean.

Make a copy of the shapes on the endpapers of the book. Cut the shapes out and pass them out to the students. Tell the class to look carefully at the pictures on each page and raise their hand when they spot the shape they are holding. Talk about illustrator's use of collage in creating the pictures in the book.

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During Reading (Discussion/Questions):

Talk to the students about the simile found in the book, “The outside air smelled like freedom, but also smelled like rain.” Use this as an opportunity to talk about figurative language and any other examples they have heard or read.

Talk with the students about transportation and using the city bus to get around. Ask them if they have ever been on a city bus and what their experience was like. Talk about all the different ages and personalities that ride the bus in the story and have students predict where each of the characters are going.

CJ is full of questions throughout the story. Take time to pause as you are reading and discuss his grandmother’s responses. What is Nana’s attitude toward life? What is she trying to teach CJ?

After Reading:

Discuss each character on the bus. The illustrator made sure each one had two distinctive details about them, have the students identify each.

Have the students compare and contrast their neighborhood with CJ’s. How is living in a big city different than living in a small town or the country?

Talk with the students about the main themes in the story, volunteering/giving back and appreciating what you have. Ask them to think about ways they could “give back”.

STEAM (Science, Technology, Engineering, Arts, and Math) Connection:

Talk with the students about the illustrator Christian Robinson. He uses a combination of acrylic paint and collage in his work. Explain that collage is an art process in which an artist attaches pieces of different materials (paper, cloth, wood, etc) to a flat surface. Bring in a variety of materials (construction paper, newspaper, tissue paper, wallpaper etc) and have the students create a collage.

Ideas for younger or older children

The story is filled with many “active” verbs that help to build a great picture of what is happening in the book. Jot down each verb on a small index card. Have the students take turns acting out the verbs while the rest of the class tries to guess which one they are trying to depict.

Additional Notes: CJ says Nana finds beauty where he never thought to look. Discuss with the students what is beautiful to them. Suggest things they may not notice, smell, taste or hear. Have them illustrate something they think is beautiful.