

Sample Pages from



a division of **Teacher Created Materials**

Thanks for checking us out. Please call us at 877-777-3450 with questions or feedback, or to order this product. You can also order this product online at www.tcmpub.com/shell-education.

For correlations to State Standards, please visit:

www.tcmpub.com/teachers/correlations

Shell Professional and Strategy Resources:

www.tcmpub.com/teachers/professional-resources/correlations

To **Create** a **World** in
Children Love to **Learn!**

877-777-3450 • www.tcmpub.com/shell-education



SHELL
EDUCATION

Great
Works

Instructional Guides
for Literature

Spanish
Version

Última parada de la calle Market

Matt de la Peña



Table of contents

How to Use This Literature Guide	4
Theme Thoughts	4
Vocabulary	5
Analyzing the Literature	6
Reader Response	6
Guided Close Reading	6
Making Connections	7
Language Learning	7
Story Elements	7
Culminating Activity	8
Comprehension Assessment	8
Response to Literature	8
Correlation to the Standards	8
Purpose and Intent of Standards	8
How to Find Standards Correlations	8
Standards Correlation Chart	9
About the Author—Matt de la Peña	11
Possible Texts for Text Comparisons	11
Book Summary of <i>Last Stop on Market Street</i>	12
Cross-Curricular Connection	12
Possible Texts for Text Sets	12
Teacher Plans and Student Pages	13
Pre-Reading Theme Thoughts	13
Section 1: Story Overview	14
Section 2: Meet Nana and CJ (Jackson)	23
Section 3: The Setting	32
Section 4: Meet the Bus Riders	41
Section 5: Wonderful Wording	50
Post-Reading Activities	59
Post-Reading Theme Thoughts	59
Culminating Activity: Seeing Beauty	60
Comprehension Assessment	64
Response to Literature: Creating Beauty	66
Writing Paper	69
Answer Key	70

How to Use This Literature Guide

Today's standards demand rigor and relevance in the reading of complex texts. The units in this series guide teachers in a rich and deep exploration of worthwhile works of literature for classroom study. The most rigorous instruction can also be interesting and engaging!

Many current strategies for effective literacy instruction have been incorporated into these instructional guides for literature. Throughout the units, text-dependent questions are used to determine comprehension of the book as well as student interpretation of the vocabulary words. The books chosen for the series are complex and are exemplars of carefully crafted works of literature. Close reading is used throughout the units to guide students toward revisiting the text and using textual evidence to respond to prompts orally and in writing. Students must analyze the story elements in multiple assignments for each section of the book. All of these strategies work together to rigorously guide students through their study of literature.

The next few pages describe how to use this guide for a purposeful and meaningful literature study. Each section of this guide is set up in the same way to make it easier for you to implement the instruction in your classroom.

Theme Thoughts

The great works of literature used throughout this series have important themes that have been relevant to people for many years. Many of the themes will be discussed during the various sections of this instructional guide. However, it would also benefit students to have independent time to think about the key themes of the book.

Before students begin reading, have them complete the *Pre-Reading Theme Thoughts* (page 13). This graphic organizer will allow students to think about the themes outside the context of the story. They'll have the opportunity to evaluate statements based on important themes and defend their opinions. Be sure to keep students' papers for comparison to the *Post-Reading Theme Thoughts* (page 59). This graphic organizer is similar to the pre-reading activity. However, this time, students will be answering the questions from the point of view of one of the characters in the book. They have to think about how the character would feel about each statement and defend their thoughts. To conclude the activity, have students compare what they thought about the themes before they read the book to what the characters discovered during the story.

How to Use This Literature Guide *(cont.)*

Analyzing the Literature

After you have read each section with students, hold a small-group or whole-class discussion. Provided on the teacher reference page for each section are leveled questions. The questions are written at two levels of complexity to allow you to decide which questions best meet the needs of your students. The Level 1 questions are typically less abstract than the Level 2 questions. These questions are focused on the various story elements, such as character, setting, and plot. Be sure to add further questions as your students discuss what they've read. For each question, a few key points are provided for your reference as you discuss the book with students.

Reader Response

In today's classrooms, there are often great readers who are below average writers. So much time and energy is spent in classrooms getting students to read on grade level that little time is left to focus on writing skills. To help teachers include more writing in their daily literacy instruction, each section of this guide has a literature-based reader response prompt. Each of the three genres of writing is used in the reader responses within this guide: narrative, informative/explanatory, and opinion. Before students write, you may want to allow them time to draw pictures related to the topic. Book-themed writing paper is provided on page 69 if your students need more space to write.

Guided Close Reading

Within each section of this guide, it is suggested that you closely reread a portion of the text with your students. The sections to be reread are described by location within the story since there are no page numbers in these books. After rereading the section, there are a few text-dependent questions to be answered by students.

Working space has been provided to help students prepare for the group discussion. They should record their thoughts and ideas on the activity page and refer to it during your discussion. Rather than just taking notes, you may want to require students to write complete responses to the questions before discussing them with you.

Encourage students to read one question at a time and then go back to the text and discover the answer. Work with students to ensure that they use the text to determine their answers rather than making unsupported inferences. Suggested answers are provided in the answer key.

How to Use This Literature Guide *(cont.)*

Guided close Reading *(cont.)*

The generic open-ended stems below can be used to write your own text-dependent questions if you would like to give students more practice.

- ¿Qué palabras del cuento respaldan...?
- ¿Qué texto te ayuda a entender...?
- Usa el libro para explicar por qué sucedió...
- Basándote en los sucesos del cuento, ¿...?
- Muéstrame la parte del texto que apoya...
- Usa el texto para explicar por qué...

Making connections

The activities in this section help students make cross-curricular connections to mathematics, science, social studies, fine arts, or other curricular areas. These activities require higher-order thinking skills from students but also allow for creative thinking.

Language Learning

A special section has been set aside to connect the literature to language conventions. Through these activities, students will have opportunities to practice the conventions of standard English grammar, usage, capitalization, and punctuation.

Story Elements

It is important to spend time discussing what the common story elements are in literature. Understanding the characters, setting, plot, and theme can increase students' comprehension and appreciation of the story. If teachers begin discussing these elements in early childhood, students will more likely internalize the concepts and look for the elements in their independent reading. Another very important reason for focusing on the story elements is that students will be better writers if they think about how the stories they read are constructed.

In the story elements activities, students are asked to create work related to the characters, setting, or plot. Consider having students complete only one of these activities. If you give students a choice on this assignment, each student can decide to complete the activity that most appeals to him or her. Different intelligences are used so that the activities are diverse and interesting to all students.

Vocabulary Overview

Key words and phrases from this section are provided below with definitions and sentences about how the words are used in the story. Introduce and discuss these important vocabulary words with students. If you think these words or other words in the story warrant more time devoted to them, there are suggestions in the introduction for other vocabulary activities (page 5).

Palabra	Definición	Oración sobre el texto
chapotear	salpicar seguido	Jackson y Nana ven la lluvia chapotear en el parabrisas de un coche.
chirrió	hizo un ruido molesto	El autobús chirría y se detiene.
arrancó	empezó de repente o partió	El autobús arranca .
verdad	la realidad; algo cierto	El hombre ciego dice que es verdad que algunas personas ven el mundo con sus oídos.
fino	de buen gusto; agradable	Nana lleva puesto un perfume fino .
vaivén	bamboleo	Los colores se mueven en el vaivén de las olas.
rodea	bordea por todos lados	Jackson siente que la suciedad lo rodea .
familiares	conocidos de antes	Jackson divisa unas caras familiares .

Nombre _____

Resumen del libro

Actividad del vocabulario

Instrucciones: Escribe la palabra que mejor combina con la pista.

Palabras del cuento

chapotear	chirrió	verdad	familiar	vaivén
-----------	---------	--------	----------	--------

1. Es el sonido que hace un piso viejo.

2. Es cómo se mece un columpio.

3. Es el sonido de niños jugando en un charco.

4. Es algo cierto.

5. Ayuda a describir algo a lo que estás acostumbrado.

Lectura enfocada guiada

Vuelve a leer con atención desde cuando Nana y Jackson bajan del autobús hasta el final del cuento.

Instrucciones: Piensa en estas preguntas. En los espacios, escribe ideas o haz dibujos. Prepárate para compartir tus respuestas.

❶ ¿Qué ve Jackson en el cielo sobre el comedor social?

❷ Describe lo que ve Jackson justo después de que se pregunta cómo Nana siempre encuentra belleza allí donde están.

❸ ¿Qué evidencia comprueba por qué Jackson está feliz de haber venido?

Elementos del texto: personaje

Instrucciones: Piensa en estos dos personajes. Escribe lo que Nana quería que Jackson aprendiera de cada personaje.

el hombre ciego con su perro con manchas



el hombre con la guitarra

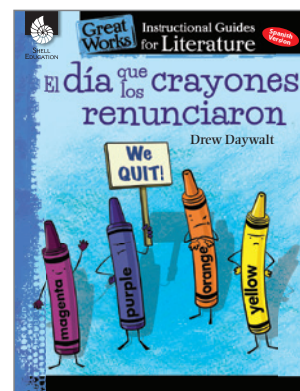


Rigorously Study Great Works of Literature!

Looking for ways to add rigor to your students' explorations of rich, complex literature? This up-to-date instructional guide for literature provides engaging activities that incorporate the following research-based literacy skills:

- close reading tasks
- text-based vocabulary practice
- cross-curricular activities
- text-dependent questions
- reader response writing prompts
- leveled comprehension questions
- story elements comprehension tasks
- diverse and relevant assessment

Other Spanish Titles in the Great Works Series!



**SHELL
EDUCATION**

www.tcmpub.com/shell-education

ISBN-13: 978-1-4258-1748-0



9 781425 817480

SEP 51748

\$9.99