

Figure 4.8 Lesson Plan for *Last Stop on Market Street*

<b>Assessed Need:</b> I have noticed that my students need: <i>To use details to understand characters and events.</i>
<b>Standard(s) Addressed:</b> <i>RL.1.9: 9. Compare and contrast the adventures and experiences of characters in stories.</i>
<b>Text(s) I Will Use:</b> <i>Last Stop on Market Street (de la Peña, 2015)</i>
<b>Learning Intention for This Lesson:</b> <i>We will use events in a story to understand a character.</i>
<b>Success Criteria for This Lesson:</b> <i>I can explain my thinking to others using events in the book.</i>
<b>Direct Instruction:</b> Model: <i>Strategies/skills/concepts to emphasize</i> <i>Read the entire story aloud at least twice without interruption.</i> Guide and Scaffold: <i>Questions to ask</i> <i>(After first reading): What questions do you still have about the story? Think about them, and let's read it again. Let's see if you can answer your own questions the second time I read it to you.</i> <i>Turn the pages slowly as students retell to partners, to support their retelling.</i> Assess: <i>These are the students who will need further support</i> <i>I will partner with Jeremy during his retelling to make sure he understood the story.</i>
<b>Dialogic Instruction:</b> Teacher-Directed Tools Close Reading questions for discussion: <i>What does the text say? (literal)</i> <i>Retell the story to your partner, using beginning, middle, and end.</i> <i>Can you add two details to your partner's retelling?</i> <i>How does the text work? (structural)</i> <i>Who is telling the story? Is it CJ's nana, CJ, or someone else?</i> <i>What does the author mean when he says the rain "freckled CJ's shirt and dripped down his nose"?</i> <i>How does CJ's nana answer him when he is feeling negative?</i> <i>What does the text mean? (inferential)</i> <i>Why is CJ upset at the beginning? How does his mood change?</i> <i>CJ sees "familiar faces in the window." Who are those familiar faces, and how do we know?</i> <i>Let's look at the last two pictures together. Can you name the beautiful things in the picture?</i>

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What does the text inspire you to do? (interpretive)  
Why do you believe this book won the Newbery Award?

Student-Enacted Tools

Students will meet in groups of four to talk about their opinions of the book, and give at least one reason.

**Feedback Opportunities:** I will provide verbal feedback to student responses during the close reading discussions, especially to prompt use of complete sentences and elaboration on details.

**Independent Learning and Closure:** Students will assemble picture cards depicting the major events of the story in chronological order, using the sequence words we've been learning (first, next, finally).

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