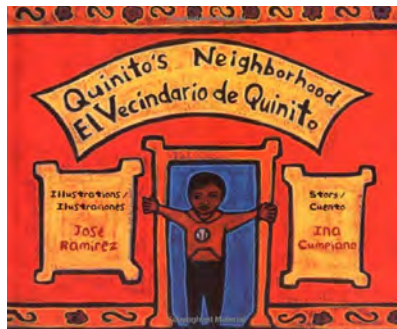


Book Guide

Quinito's Neighborhood / El Vecindario de Quinito

By Jose Ramirez



Summary: Quinito is a young boy who describes his family, neighbors, and neighborhood to the reader. In his storytelling he includes the professions of various people in his neighborhood.

Social-Emotional Themes:

- Family Relationships
- Neighbor Relationships
- Identity

Teacher Tip: Circle Time

In order to support this discussion, consider your **timing** and **preparation**. In order to use the lessons learned from this story, the children need to be able to recall the plot and content of *Quinito's Neighborhood*. Therefore it is an option to begin discussion right after reading the book in its entirety. You may also simply review the story before beginning an activity, provided the children have heard it at least three times. Decide what is best for your group of children by considering the following:

Has this group ever had a discussion in Circle before? Like any skill, the practice of productive group discussion is learned over time. If group discussion is new to your group, you might consider having a Circle Time discussion on a simple topic, such as favorite foods.

When was the last time this group heard this book in its entirety? Can the children remember the story? Consider the range of ability to recall among your group. If you are unsure, ask children how much they remember about the story.

How long can this group sit and attend to this story and activity? This will depend upon the individual needs of the children, the size of the group, and the level of interest in this book. Always try to be sensitive to the length of Circle Time. If you have any doubts, share the book in its entirety during one Circle Time and then briefly review the story and do the activity in a second Circle Time.

1st Reading of the Story: Learning about the book.

Point out parts of the story that describe Quinito's experiences and connect it to the children's own experiences by asking questions and drawing their attention to the plot and illustrations.

Before reading the story for the first time:

Display the front cover to the children.

The title of this book is *Quinito's Neighborhood*. A neighborhood is a place where people live, work, or go to school. Some people also use the word community. We are all in a neighborhood right now in our Center.

Ina Cumpiano wrote this book and Jose Ramirez drew the pictures.

What do we think this book will be about?

Accept answers from the children. Encourage them to answer based on the title of the book and the picture on the cover. If they need further assistance, ask them:

When you look at the picture on the front cover, what do you see?

What do you think this little boy is thinking or saying?

While reading the story:

Here are some suggestions for how to highlight the story when sharing it for the first time.

What languages does Quinito speak?

What languages do people in your family speak?

Who are some people in your family?

What kinds of buildings and stores are in our [the Center's] neighborhood or community?

What does a dentist do?

Teacher Tip: ELL Support

Point out illustrations and name the dentist, mail carrier, and nurse. Have children act out what each of these people do.

After reading the story for the first time:

Ask the children for their opinions about the book and share some key points you would like them to remember.

What did the story make you think about?

Did you like the drawings?

What languages do the people in your neighborhood or community speak?

2nd Reading of the Story: What are the characters feeling?

Provide a stronger focus on the character's feelings and the social-emotional themes of the story.

Before reading the story for the second time:

Display the front cover to the children.

Do you remember this book?

I remember that Quinito (point to the boy on the front cover) introduced us to his family and to people in his community. There is a seamstress in this story. Do you remember what a seamstress does?

While reading the story:

Here are some suggestions for how to highlight the story when sharing it for the second time.

What does Quinito's grown-up cousin Tita do? (Show children the illustrations on page 8 and 9.) How do you think she feels?

How do you feel when you meet people in your neighborhood?

Teacher Tip

Allow for various responses to the question above as some children may love people in their neighborhood while others may be afraid of their neighbors.

What does it feel like when other people speak [language X] with you?

What makes you feel happy? What makes you feel sad? What makes you feel angry?

After reading the story for the second time:

Ask the children for their opinions about the book and share some key points you would like them to remember.

What do Quinito's mother and father do for work?

Which is your favorite job? Why?

Teacher Tip

As you read the book, comment on the members of Quinito's family and the different jobs that people have. Point out how the story is written in English and Spanish. Use the glossary at the end of the book to tell children the meaning of Spanish words in the text.

Encourage children to think about jobs mentioned both in the book and not in the book. Children may want to have a conversation about jobs they know of but do not see represented in story books.

Why does the crossing guard hold up a stop sign?

How does it feel when someone helps you? How does it feel when you help someone else?

Teacher Tip: ELL Support

Name the different objects in the illustrations for children. Then have them point to the objects and repeat their names. When appropriate, have children act out how to use an object. Additionally, label objects in the classroom in multiple languages.

3rd Reading of the Story: What does the story make me think about?

Foster a connection between the social-emotional themes and the children. Help the children consider how Quinito's experiences relate to their own experiences of living in a neighborhood and being part of a family.

Before reading the story for the third time:

Display the front cover to the children.

Do you remember this book? Do you remember the name of this story?

Who do we meet in the story?

Let's see what happens.

While reading the story:

Here are some suggestions for how to highlight the story when sharing it for the third time.

What jobs do Quinito's mother and father have?

What kind of job would you like to do when you're older?

What is it like to work?

Teacher Tip

Be sure to encourage and allow for a variety of responses to the questions above. Children may have powerful feelings about work (it may demand their parents time; parents may express gratitude or resentment about work, etc). Children may want to talk about what they want to do when they're older. Give them a chance to talk about what is on their minds. One idea may prompt another child to want to talk, which may in turn take more and more time away from finishing the story. Be thoughtful about how to manage your time while helping the children feel they have your interest and encouragement. For instance, at a certain point you might say to the remaining children who have not spoken, "If anyone else wants to tell me what they want to do when they grow up, we can talk together right after the story is over."

Ask the children for their opinions about the book and share some key points you would like them to remember.

This book makes me think about who else works in a neighborhood. How do people help in a neighborhood?

Point to yourself. Say: **I am a teacher. Do I work in this neighborhood?**

Do you know anyone who is a carpenter? What tools does a carpenter use?

How does it feel to build something?

After reading the story the third time:

Ask the children for their opinions about the book and share some key points you would like them to remember.

How does it feel to see people in your neighborhood working together?

Do you have a grandparent or an older person you enjoy spending time with?

Are there ways that people in your neighborhood help each other or help you?

Activity: Role-Play

Objective: To help children understand what the different members of the neighborhood do to help others.

Space Requirement: An indoor or outdoor space large enough to accommodate the group when sitting in a circle.

Materials: A copy of *Quinito's Neighborhood* (optional props listed below)

Directions: Tell children that they are now going to act out the different jobs in the story. Read each page aloud and have children act out what each helper does for a job. Then have children tell how the job helps people in a neighborhood.

This activity could take place during dramatic play or during a follow-up Circle Time. Try to provide props from the story if they are readily available in your classroom—such as:

- Tools (for carpenter)
- Clock (for clock repairman)
- Paintbrush (for muralist)
- Dress up items (for dancer)
- Flashlight (for dentist's light)
- Food items (for bakery and store)
- Money (for banker)
- Bookbag and mail (for mail carrier)
- Paper and markers to make stop sign (for crossing guard)

Activity: Drawings

Objective: To help children think about someone in their family and express their feelings about him/her.

Space Requirement: An indoor or outdoor space large enough to accommodate the group when sitting in a circle.

Materials: Blank pieces of paper and crayons

Directions: Ask children to draw a picture of someone special in either his/her family or neighborhood. Ask the children to tell the story of that person.

Activity: Neighborhood Exploration

Objective: To explore the meaning of a neighborhood by taking a walk around the Center.

Space Requirement: Outdoor walk around the Center. Be sure to consider safety, climate, and distance.

Materials: none

Directions: Take a walk with the children after reading Quinito's Neighborhood. Along the way, ask children some of the following questions:

- "What kind of stores do you see in our [the Center's] neighborhood?"
- "Do we know anyone that works in these stores?"
- "What do you see on the sidewalk in our neighborhood?"
- "What kind of sounds do you hear in our neighborhood?"
- "What kind of smells are in our neighborhood?"

Activity: Creating a Neighborhood with Blocks

Objective: To design a neighborhood using blocks

Space Requirement: Designated block area in a classroom

Materials: blocks

Directions: Using Quinito's Neighborhood as your guide, help children design a neighborhood using blocks. Think of the stores that are represented, and if possible, use small toy people to create dialogue in the scene that you make. This activity should be limited to two – four children.

Activity: Making a Mural

Objective: To create a mural for the hallway of your Center, based on the surrounding neighborhood/community.

Space Requirement: wall space to hang painting

Materials: roll paper and paints

Directions: Invite children to use paint to depict what they see in the neighborhood (of the Center) after taking a neighborhood walk. Encourage children to think of people, stores, parks, and other points of interest.

Activity: Neighborhood Visitors

Objective: To invite members of the neighborhood to visit your classroom and talk to the children about their professions.

Space Requirement: An indoor or outdoor space large enough to accommodate the group when sitting in a circle.

Materials: none

Directions: Invite members of the community, such as a policeman or a fireman, to come to the classroom to discuss their role in the neighborhood.

Activity: Library Visit

Objective: To learn more about the neighborhood you are in and how to check out books from the library

Space Requirement: none

Materials: none

Directions: Take a trip to the local neighborhood library and check out books on the community. Explore neighborhoods in non-fiction books, as well as roles/professions of people in the neighborhood.

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Authors would like to recognize Voices PreK, an early literacy curriculum published as part of Voices Reading by Zaner-Bloser. The goal of Voices PreK is to develop oral language comprehension and production skills in children 3-5 years old. Senior authors of the Voices curriculum are Catherine Snow, Ph.D., Robert L. Selman, Ph.D., and Patrick C. Walker, Ph.D. The Tell Me A Story Book Guide 2011 series was developed to supplement guidance available in the Zaner-Bloser Teacher Guides about using trade books included in the PreK curriculum in preschool classrooms.