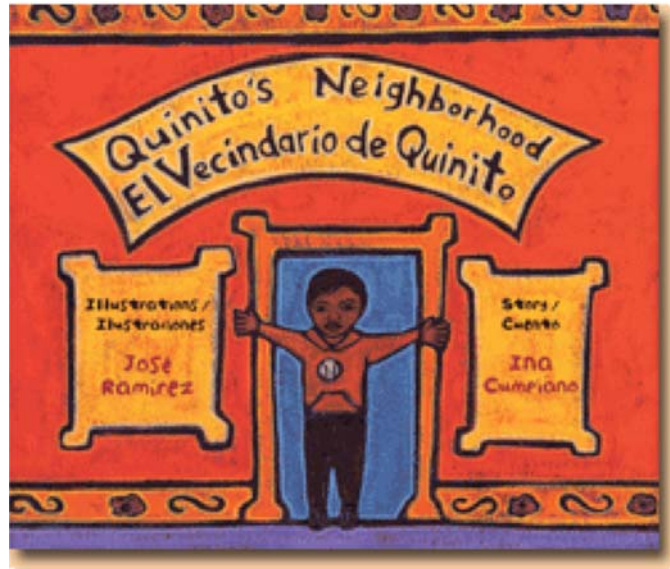


READING COMMUNITIES: CBP TEACHER'S GUIDES

Quinito's Neighborhood / El Vecindario de Quinito

Written by **Ina Cumpiano**
Illustrated by **José Ramirez**



WHAT'S IT ALL ABOUT?

What is a neighborhood made of? Is it made up of houses, stop signs, and schoolyards, or is it made up of something more? In *Quinito's Neighborhood/El Vecindario de Quinito*, the paintings of artist José Ramírez bring the sights and sounds of Quinito's world to life. This unique neighborhood journey is both an innocent and insightful look into a young boy's understanding of his community.

Quinito is a very busy boy; after all, he helps hold the neighborhood together. How else would his teacher, Mr. Gómez, know his *mami* is a carpenter, and his *abuela* is a truck-driver? As Quinito explores his neighborhood, he passes Tía's beautiful murals, hears laughter coming from Tita's clown school, and smells the delicious bread Rafi and Luis are baking. Everyone in Quinito's neighborhood has an important job, and each friend and neighbor values everyone else. Quinito knows that his neighborhood is made up of more than just buildings, streets, and shops—it's made up of all the people he knows and loves.

Author Ina Cumpiano weaves together a story about community filled with warmth, wonder, and acceptance. Each job is important, each gender is equally able, and each person is cherished. The jewel-like paintings of José Ramírez vibrate with life and energy, displaying a child's pride and enthusiasm for his neighborhood. *Quinito's Neighborhood / El Vecindario de Quinito* will encourage readers to examine the boundless array of careers, and will inspire children and their families to explore and appreciate their own neighborhoods.

This book is intended for children ages 3 to 6. We have used California Standards for kindergarten to guide the activities in this Teacher's Guide.

COMMUNITY: Latino

THEMATIC UNITS:

Community: Importance of community; interrelationship of community members

Family: Importance of family

Jobs: Exploring different jobs and careers; Non-traditional gender roles

ABOUT THE AUTHOR



Ina Cumpiano, a Puerto Rican poet and translator who lives in a bustling neighborhood in San Francisco, California, has published nearly twenty books for children. She has had many different jobs, but so far her favorite has been as a grandmother to her ten grandchildren, ages two to thirteen.

ABOUT THE ARTIST



José Ramírez was born in Los Angeles California. A gifted artist, he is also a second grade teacher for the Los Angeles Unified School District. His paintings, sculptures, and tile murals have been shown in museums, galleries, bookstores, coffee shops, and public spaces in the United States and abroad. This is his fourth book for children.

Our thanks to the Irwin Home Equity Foundation for their support in the production of this Teacher's Guide.

GETTING THE CLASSROOM READY

Welcome to My Neighborhood



Books that show people at work doing a variety of jobs; books showing different communities

- Gather a collection of your favorite books related to the following topics: people working at different jobs, and families and communities. Include several bilingual titles, if possible. Display the books together on a table or a special shelf in the classroom library. See the **Resources** section of this guide for additional ideas of books to include.
- *Quinito's Neighborhood / El Vecindario de Quinito* is a bilingual book with the text of the story presented in both Spanish and English. If possible, reflect this by including bilingual labels for the things in your classroom, including table/*mesa*, desk/*escritorio*, chair/*silla*, clock/*reloj*, globe/*globo*, door/*puerta*, window/*ventana*, pencil sharpener/*sacapuntas*, and so on.
- Find different pictures of people doing different jobs. Use these images to create a bulletin board display entitled *People At Work*. Be sure to include images of men and women doing non-traditional jobs. For example, you can show a female construction worker, a male nurse, or a female firefighter.

GETTING READY FOR THE STORY

Exploring the Book

Students learn basic book concepts as they go on a “guided tour” of the book and make predictions about its contents.



15–25 minutes



whole class

CA Reading Standard 1.1: Identify the front cover, back cover, and title page of a book. **1.2:** Follow words from left to right and from top to bottom on the printed page. **2.1:** Locate the title, table of contents, name of author, and name of illustrator. **2.2:** Use pictures and context to make predictions about story content.



One copy of *Quinito’s Neighborhood / El Vecindario de Quinito*

1. During an early circle time meeting with your class, display a copy of *Quinito’s Neighborhood / El Vecindario de Quinito* and explain that you are going to read aloud the story in this book about one boy’s neighborhood and how everyone works together to make each other’s lives richer. As you point out the various features of the book—the cover, back cover, title page, author’s name, illustrator’s name, and so on—gauge students’ prior knowledge by asking them to name each feature. Repeat back to students the name of each feature they have identified, filling in any they do not name and providing a simple definition for each one.
2. Conduct a “picture walk” in which you page through the book and ask students to focus their attention on the pictures. Ask them to name things they see in each picture and to share their ideas about what is happening. Before turning to the next page, have them predict what they think will happen next.
3. Read the story aloud, displaying the book to the class. The focus of this first reading should be reading for pleasure—encouraging students to enjoy the beauty of the book and the story it tells. As you read, track the print with your index finger. Take time to point out the Spanish and English version of the story, explaining that this book is a bilingual edition.

FIRST TIME AROUND: VOCABULARY DEVELOPMENT

Colorful words

Students identify, recognize, and name colors and then list things in the book and in the classroom that are those colors.



15–25 minutes



Small group or whole class

CA Reading Standard 1.17 – Identify and sort common words in basic categories (e.g., colors, shapes, foods). **1.18** – Describe common objects and events in both general and specific language.



Chalkboard and chalk, or butcher paper and markers

1. Read the story again. As you are reading have the students look at the illustrations and ask students to identify the different colors used in the pages.

Sample questions:

- p. 2-3
 - What colors do you see on this page?
 - What is the color of these signs?
 - What else is blue?
 - Do you see the color brown? Where?
 - p. 6-7
 - What color is the street and sidewalk?
 - Have you ever seen purple sidewalks? Where?
 - p. 8-9
 - Who are the people on these pages?
 - What colors are they?
 - Why do you think they are bright colors?
 - p. 12-13
 - What colors do you see most of?
 - Where is this place?
 - p. 20-21
 - What color do you see most of?
 - Have you ever seen a blue, white, or red car?
2. Write the colors students identify on the board or on butcher paper and read them aloud. Then have students read them again.
 3. Ask students to help you think of objects that are the colors they have identified.

Colors	Things that are that color
Red	Apple
Blue	Sky
Purple	Grapes

OTHER VOCABULARY ACTIVITIES

- **Similar Jobs:** Identify the different professions mentioned in the book and find similarities between them.
For example:
 - p. 3 How are a carpenter and construction worker alike? (*Both help to construct buildings*)
 - p. 3 & 10 How are a nurse and dentist alike? (*Both help people feel better*)
 - p. 5 & 17 How are a truck driver and a mailman alike? (*Both deliver things*)
 - p. 6 How are a dance teacher and musician alike? (*Both use music*)

LANGUAGE ARTS

When I Grow Up...

Students talk about their family members and what jobs they hold. Students share ideas about what they would like to be when they grow up and discuss what people who have these professions do.



15–25 minutes



whole class and individual

CA Language Arts Listening and Speaking 1.1 – Understand and follow one- and two-step oral directions. **1.2** – Share information and ideas, speaking audibly in complete, coherent sentences. **2.1** – Describe people, places, things, (e.g., size, color, shape), locations, and actions.



A large object (e.g., stuffed animal, pillow, ball); Chart paper; Crayons; Markers; **What Do You Want To Be When You Grow Up?** worksheet (at the end of this document)

1. Have students sit in a circle. They then should take turns sharing their family make-up, professions in their family, and what they want to be when they grow up. Explain to students that only one student may speak at a time, and that the child holding the large object is the one whose turn it is to share. When he/she finishes speaking he/she will pass the object to the person sitting next to them and they will have the opportunity to speak.
2. Here are some opening questions:
 - Who makes up their family? (e.g., father, mother, grandparents, aunts, uncles).
 - Do they know what these family members do for a living?
 - What would they like to be when they grow up?
3. On the chart paper write down the different professions that they would like to be when they grow up and note the professions that are popular.
4. Have students color in and cut out a profession that they are interested in from the **What Do You Want To Be When You Grow Up?** worksheet (if their profession is included).

5. Have students think of phrases the person would say in his/her profession. Have students go around and say some of those phrases.

For example:

- “Get the firehose” - Firefighter
- “Pay attention class” - Teacher
- “Open your mouth and say ‘ahhh’” - Doctor
- “Pass me the ball!” - Basketball player
- “Put a stamp on your envelope” - Mailperson

OTHER LANGUAGE ARTS ACTIVITY

- **Capital Letters:** Start off by reviewing the difference between capital letters and lower case letters. Re-read some pages in the story that include words with capital letters (e.g., p. 9 “Tita” and p. 12 “Rafi” and “Luis Manuel”). Point out that these words are capitalized because they are the names of people in the story. Hand out worksheets with one of the following sentences:

_____ is a clown.

_____ is a dentist.

_____ is a baker.

_____ is a carpenter.

Have students fill in their names in the blank spaces. Make sure that they use a capital letter for the first letter in their name. Have them draw a picture of themselves in this role.

SOCIAL STUDIES

What's In Our Community?

In this activity, students tour the school and its surrounding neighborhood. Through observation and discussion, they become familiar with the physical layout of the campus and the jobs of the people they see.



two 30 minute sessions



whole class

CA Social Science Standard 3: Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts. **4.5:** Demonstrate familiarity with the school's layout, environs, and the jobs people do there.



Butcher paper, markers, paper, pencils, crayons, paper

1. Take students on a tour of the school and the neighboring streets to identify people doing different jobs. Point out and introduce students to as many people they see along the way, such as teachers, other school staff, crossing guard, corner store clerk, mailperson, street vendor, etc.
2. Upon returning to the class, recall with students the places and the people from the tour. Record this information on the board. Discuss the different jobs that people were doing.
3. Have students draw pictures of the people and places they saw.

OTHER SOCIAL STUDIES ACTIVITIES

- **Job Interview:** Invite a parent to do a class presentation and interview. Have parent talk about their job, what they do, and what they like and dislike about their job. Ask them to bring in along any objects from their job that they may have. Have students prepare and ask additional questions about their jobs.

ART

My Neighborhood Collage

Students will find images of things they see in their neighborhoods and create a collage with those images.



30–40 minutes
over two days



whole class or small groups

CA Visual Arts Standards: Creative Expression 2.2 – Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in the creation of a three-dimensional construction. **2.3** – Make a simple collage with cut or torn paper shapes. **2.4** – Paint pictures expressing their ideas about family and neighborhood.



Magazines; books that included pictures of different businesses; index cards; crayons; markers; watercolors; glue; scissors; large poster board or construction paper.

1. Pass out magazines and books. Have students search for things that they see in their neighborhoods, e.g., buildings, houses, stores, banks, cars, and libraries.
2. Students should cut out images and paste them onto index cards or copy and color in images onto the index cards.
3. Arrange the cards on the large poster board or construction paper to make one large class collage.
4. Next day: have the students brainstorm the names of the places they included in their collage (bank, store, dentist office, etc.). Label the collage elements.

MATH

Making Sense of Numbers

Students will understand the relationship between numbers and quantities.



15–25 minutes



small groups

CA Mathematics Standards: Number Sense 1.0: Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement).



Counting and Number Sense and **Jobs** worksheets; scissors; glue

1. Pass out **Counting and Number Sense** and **Jobs** worksheets to students.
2. Have students follow along as you demonstrate tracing the numbers on the **Counting and Number Sense** worksheet.
3. Explain to students that they will have to select one occupation from the **Jobs** worksheet for each of the numbers. They will then cut out the same number of figures depending on the number they selected for that job. Demonstrate this by tracing the number 1 on the first line. Then select one of the professions for number 1 and cut out one of those figures. Glue the figure next to the number 1. Do the same for the number 2, 3, 4, and 5.

Example:



4. Have students complete the worksheet on their own.

OTHER MATH ACTIVITIES

- *Graphing Future Job Goals:* Have students use the pictures they used for the *Language Arts: When I Grow Up* activity to create a graph showing which jobs were chosen by the students. Guide students to arrange and display the pictures by job in vertical columns on a bulletin board, label the columns, and then count the totals in each column. Have students figure out which jobs are more popular.

SCIENCE

Cake Bake-Off

Students will look at the physical properties of ingredients for a cake. As they follow the recipe, they make predictions, observations, and conclusions about the nature of physical and chemical changes.



40 minutes
(includes 25
minutes baking
time)



whole class and small group

CA Science Standards: Physical Sciences 1.a: Students know that objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking). **Investigation and Experimentation 4.a:** Observe common objects by using the five senses.



Cake recipe:

- 4 eggs
- 3/4 cup white sugar
- 1 cup butter, melted
- 3 cups self-rising flour
- 1 cup raisins (optional)
- 1 cup semi-sweet chocolate chips (optional)
- 3 apples - peeled, cored and diced (optional)

Directions:

1. Add sugar into melted butter, stir until sugar is melted and blended with butter. Beat in eggs.
2. Stir in self-rising flour bit by bit until mixture is well blended. Stir in one of the optional ingredients, if desired, according to your own taste to add special flavor to your cake.
3. Pour mixture in a greased 9 x 13 inch cake pan. Bake for 25 minutes in a preheated 350 degrees F (275 degrees C) oven.

Recipe from: cake.allrecipes.com/az/EsyPlainCk.asp

Small and large mixing bowls; spoons; oven; chart paper.

1. Prep: Pre-measure all the ingredients in small bowls for students to pour into large bowls. Grease cake pan. Make a poster that includes pictures and labels for the verbs involved in making a cake: measure, pour, mix, bake, cut.

2. Remind students that two of Quinito's neighbors, Rafi and Luis Manuel, are bakers (p. 12). Today, students will be bakers, too, just like Rafi and Luis Manuel.
3. Brainstorm with the class first. Ask them what they know or think will happen when you mix the flour with the other ingredients. Ask them to make predictions about that mixture being hard or soft. Write down their responses on chart paper.
4. Point out the ingredients that you have prepared for them. Ask them to look at the ingredients. What do they observe? Ask them to be as specific as possible and to use all of their senses in making their observations. Record their observations about each ingredient on a piece of chart paper.
5. Now that all of the observations are recorded, ask students, with the help of your classroom assistants, to mix the ingredients according to the recipe. On your chart, record how much of each ingredient you added to the mixture. Point out to your class that you are using specific quantities of ingredients for this recipe. If you don't use these specific quantities the cake will not come out right.
6. Before you bake the cake, ask the class to predict what they think will happen to the ingredients. What will they see, hear, and smell? Record these predictions on a piece of chart paper.
7. Once the cake is done, have the class observe the finished products. Compare these observations to their observations from their original observations. How did the ingredients change?
8. Enjoy the fruits of your labor with your students!

RESOURCES

Related Books from Children's Book Press

These books from Children's Book Press are all geared towards a younger audience

Baby Rattlesnake / Viborita de cascabel. Told by Te Ata. Adapted by Lynn Moroney.
Illustrations by Mira Reisberg.

Moony Luna / Luna, Lunita, Lunera. Story by Jorge Argueta. Illustrations by Elizabeth Gomez.

Nine-in-One, Grr! Grr! Told by Blia Xiong. Adapted by Cathy Spagnoli. Illustrations by Nancy Hom.

Books from Other Publishers

* Ancona, George. *Barrío: Jose's Neighborhood*, Harcourt Brace, 1998.

* Clemesha, David, and Zimmerman, Andreas. *Trashy Town*, HarperCollins, 1999.

Flanagan, Alice, K. *Teachers*, Compass Point Books, 2001.

Franchino, Vicky. *Carpenters*, Compass Point Books, 2000.

* Keats, Ezra Jack, *My Dog Is Lost!* Viking Press, 1999.

Kottke, Jan. *A Day With a Doctor*, Rosen Book Works, 2000.

Liebman, Dan. *I Want to Be a Police Officer*, Firefly Books, 2000.

Ryon Quiri, Patricia. *Chefs*, Compass Point Books, 2000.

*Titles from California Department of Education Website list of *Recommended Literature: Kindergarten Through Grade Twelve* @ <http://www.cde.ca.gov/ci/rl/ll/>

Web sites:

<http://www.pre-kpages.com/commhelpers.html> This website includes information on books that deal with a lot of different professions and classroom activity ideas.

CONTRIBUTORS

Theresa L. Macbeth has been a schoolteacher since 1973 and has taught grades K through third grades. She is currently a kindergarten teacher at Longfellow Elementary School in Alameda, California. She has also developed and coordinated Longfellow's school-wide Spring Dance Performance for the past 14 years.

Loreta Torres is a fourth grade bilingual two-way (Spanish Immersion and Spanish as a Second Language) teacher at Fairmount Elementary School in San Francisco.

Fairmount views all members of the community as teachers and learners, offering many programs supporting learning for families as well as students. Loreta is also a Bay Area Writing Project (BAWP) teacher consultant.

TIPS FROM THE PROS

Please share your own ideas for how to use *Quinito's Neighborhood / El Vecindario de Quinito* in the classroom. We'll be pleased to post your work on the Web site for other teachers to use. E-mail us your lesson plans at communityprograms@childrensbookpress.org

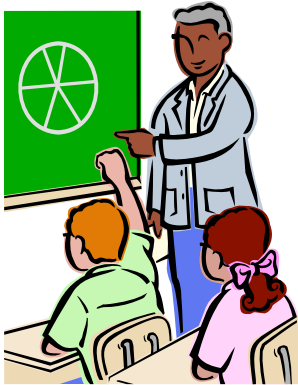
What do you want to be when you grow up?



Doctor



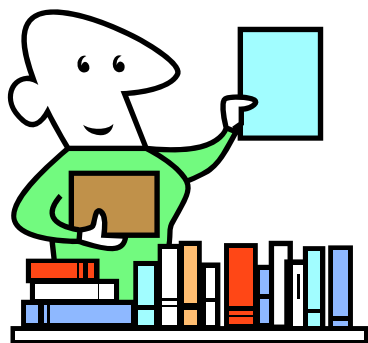
Chef



Teacher



Police Officer



Librarian



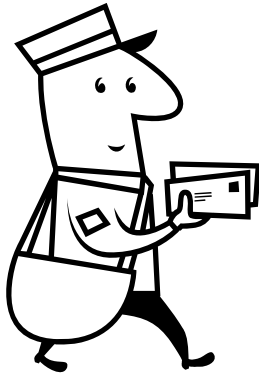
Carpenter



Basketball Player



**Construction
Worker**



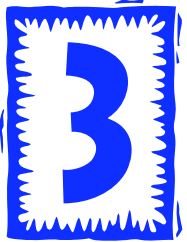
Mailperson



Firefighter

Name _____

Counting and Number Sense



Name _____

Jobs

