



**TIPS Read Planning Template (Older Toddlers)**  
(Tune In, Introduce the Story, Promote Language, and Summarize)

**Story Title:** *Quinito's Neighborhood*

**Author:** Ina Cumpiano

**Possible Inquiry Question:** *How can my community work together to help everyone?*  
**Possible Themes:** *community, community helpers*

**Tune-In Example**

How will you engage the child/children in a playful and loving interaction and capture the child's/children's interest in the book?

**Introduce the Book**

Draw attention to the illustration on the book's cover. Name the title of the book and the purpose for reading.

**"Looking Around My Neighborhood" (a Barney song)**

Oh, I'm lookin' round my neighborhood and what do I see?  
Some houses and cars and kids like me  
I see buildings made of brick; others made of wood.  
I see people helping people in my neighborhood.

Our book today is called "Quinito's Neighborhood". I see a little boy on the cover. He lives in a neighborhood with so many people in his family. I wonder what his family and people in his community do to help each other? Let's read and find out!

**Promote Language**

- Use child directed speech, touch, and a joyful nurturing voice.
- Stay tuned in to children's interests throughout the read - "read the child".
- Connect to children's life experiences while reading.
- Model book handling skills without interrupting the flow of the story. "Let's turn the page and see what happens next."

**Adaptations for Dual Language Learners (DLLs)**

1. Introduce the book in the child's first language
2. Provide additional supports to promote understanding like gestures and props.
3. Translate key vocabulary in children's first language and make connections between the first language and English throughout the story whenever possible.
4. Refer to the last page of this guide for more DLL planning information.





**P.A.T. the Vocabulary** (point to the pictures, act out words, and/or give child friendly definitions)

Pg. #	Point	Act	Tell	 Think Alouds
2, 3	Mami, Papi		Carpenter – someone who builds things	Look, both of Quinito’s parents work in the neighborhood. His mami <b>creates</b> , or makes things, with her hammer and saw (point)!
4, 5	Abuelo, Abuela, Clocks, Shop	Drives		Abuelo, or grandfather, fixes clocks. He <b>repairs</b> them to make them work again!
6,7	Tio, Tia	Dance	Muralist – someone who paints beautiful pictures on walls	Tia <b>creates</b> , or makes, beautiful art with her murals!
9	Tita, Clown			
10	Ruperto	Teeth (show teeth)		Oh, Quinito’s family has so many different kinds of jobs! I am <b>familiar</b> with, I know about, a dentist.
12	Rafi, Luis, Bread			
14, 15	Bodega, Bank	Counts (pretend to count out money)	Bodega – a small store	
17	Guillermo, Sonia Isabel			I am <b>familiar</b> with a mailman; I know about that job. A mailman brings the letters and mail to our school!
18	Dona Estrella, Dress	Sewing		Oh, I am not <b>familiar</b> with, I do not know about, a seamstress. It looks like a seamstress makes, or <b>creates</b> , clothes! Here she is making a dress for a wedding!
21	Mr. Gomez, Mrs. Gomez	Stop		
22, 23				Look at all of Quinito’s family and friends from his neighborhood! They all help to <b>create</b> , or make, a beautiful place to live!



Summarize (after you read)

How will you make sure children comprehend the story?

- Say “We just read about Quinito’s Neighborhood. Let’s look back and think about what it means to be a community and how they help and take care of everyone together!”
- Encourage children to point to pictures or use key vocabulary to name pictures.
- Ask and model answers to simple questions for infants and young toddler
- For older toddlers, ask simple open-ended questions about events, characters’ actions or feelings. One example for this book would be “How did Quinito’s friends and family help and take care of each other in their community?”
- Respond to children’s answers by promoting language (honor all attempts to communicate, in any language).

**Suggested Pages for Summarizing**

Pg. 2-3  
Pg. 4-5  
Pg. 10  
Pg. 17  
Pg. 22

**Key Vocabulary**

1. **Create** – to make
2. **Familiar** – to know about it
3. **Repair** – to fix

Adaptations for Dual Language Learners

What will you do to ensure the participation and understanding of dual language learners (DLLs)?

- Read the book with DLLs in their first language. If you don’t speak the first language(s), who will you ask to read the book with children in their first language(s)? A family member? A community volunteer? Other staff?
- What book-related words will you learn in the children’s first language(s) to help them make connections across languages? Below you will find key vocabulary from the book translated into Spanish. Use human resources and tools like Google Translate to help learn how to say the key vocabulary in other first languages represented in your classroom:

1. **Create/crear** (cray-ar)- to make
2. **Familiar/familiar** (fa-mil-ee-ar)- to know about it
3. **Repair/reparar** (re-par-ar)- to fix

Additional support words for teachers learning Spanish

1. **Community/comunidad** (coh-moon-ee-dahd)
2. **Neighborhood/el vecindario** (be-sin-dar-ee-o)

- What props or materials will you use? \_\_\_\_\_
- Additional supports for this book: Perfect Pair recommendation: **Let’s Work: Mexican Folk Art Trabajos in English and Spanish (First concepts in Mexican Folk Art, 6)** by Cynthia Weill and the Master Artisans of Chigmeccatitlán



**Remember:**

- \*Extend the book and vocabulary to other parts of the day.
- \*Find a perfect pair for your book (nonfiction paired with a storybook increases children’s connections).
- \*You can cut on the dotted lines to paste or tape information from this guide directly into your book.

