

## TEACHER'S GUIDE



LEE & LOW BOOKS

### Quinito, Day and Night / Quinito, día y noche

written by Ina Cumpiano, illustrated by José Ramírez

### About the Book

Genre: Realistic Fiction

\*Reading Level: Grade 2

Interest Level: Grades K–2

Guided Reading Level: J/J

Accelerated Reader®

Level/Points: 1.5/0.5

Lexile™ Measure: AD360L

\*Reading level based on the  
Spache Readability Formula

**Themes:** Community Life,  
Neighborhoods and Home,  
Families, Day in the Life,  
Comparing, Similarities and  
Differences, Opposites,  
Beginning Concepts, Latino  
Interest

### SYNOPSIS

From the author and illustrator of *Quinito's Neighborhood* comes this delightful story full of opposites.

From first thing in the morning until he goes to sleep at night, Quinito is up and running-fast or slow, depending on the day. If it's sunny, he's off to the park to swing high and low. If it's rainy, Quinito stays home, where he can be quiet at nap-time and loud at playtime. There's so much to do before the sun sets.

Ina Cumpiano teams up with José Ramírez once more to show young readers that everywhere they look, opposites abound. *Quinito, Day and Night / Quinito, día y noche* is a delight for all kinds of readers: young or old, tall or short, messy or neat.



## VOCABULARY

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

### Content Specific

hush, goodnight song

### Academic

early, late, short, tall, neat, messy, depends, rainy, sad, sunny, happy, fast, slowly, sometimes, quiet, loud, long, short, almost, left, right, awake, asleep

## BACKGROUND

**Antonyms:** As Quinito looks around him, he makes comparisons. He uses adjectives and their opposites, or antonyms. Review or teach students that antonyms are two words that have the opposite meaning from each other.

**Families:** Review family structures and the many ways people form families. It may be helpful to create a list of family members and remind students that some families include pets.

## BEFORE READING

### Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

1. Take a look at the front and back covers. Take a picture walk. Ask students to make a prediction. Do you think this book will be fiction or nonfiction? What makes you think so? What clues do the author and illustrator give to help you know whether this book will be fiction or nonfiction?
2. This story is going to show opposites. What are some examples of opposites?
3. Who is in your family? Is there anyone in your family beside people?
4. How might someone's day have opposites in it?
5. Why do you think I chose this book for us to read today?

### Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1, Craft & Structure, Strand 5, and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

1. Talk about the title of the book. Ask students what they think the title, *Quinito, Day and Night / Quinito, día y noche*, means. Then ask them what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?
2. Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, dedications, page numbers, author and illustrator



biographies, illustrations, and bilingual glossary of opposites.

## Setting a Purpose for Reading

*(Reading Standards, Key Ideas & Details, Strands 1–3)*

Have students read to find out:

- who Quinito includes in his family
- what comparisons he makes throughout his day
- how his family spend their time

Encourage students to consider why the author, Ina Cumpiano, would want to share this story with young people. Have students consider why she wrote the story in both Spanish and English.

## AFTER READING

### Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite evidence with their answers.**

### Literal Comprehension

*(Reading Standards, Key Ideas & Details, Strands 1 and 3)*

1. Who is the speaker of the story? How do you know?
2. Who else is in Quinito’s family besides his parents and his brother and sister?
3. What does Quinito do at the park with his brother and sister?
4. What else is in Quinito’s family besides people?
5. What does Quinito do with his family during the day?

6. What words or phrases does Quinito use to tell you what time of day he is doing an activity?
7. How does Quinito feel when it rains and when it is sunny? Why might he feel that way?

### Extension/Higher Level Thinking

*(Reading Standards, Key Ideas & Details, Strands 1-3; and Craft & Structure, Strands 4 and 6)*

*(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3; and Presentation of Knowledge & Ideas, Strand 4)*

1. Discuss the importance of being observant and appreciating the opposites in our lives. Talk about how Quinito does this in the book.
2. Do you agree or disagree with the statement: we can have opposites within us? Why?
3. What do you think Quinito means when he says it depends on the day when he is neat or messy? Is that been true in your life? Why or why not?
4. What patterns do you see in the book?
5. Why do you think the illustrator chooses to place Quinito in between each of the two comparisons?
6. What other opposites do you see in the story Quinito missed in his life?
7. How would you describe Quinito’s relationship with his family?
8. How does each family member in the book show they care for another?
9. What does the word “family” mean to Quinito?
10. Compare Quinito’s family to your own family. How are the two families similar and different?
11. Have students brainstorm what might happen after the end of the story. What might happen the next morning? What makes you think so?



★ “Full of images and words that will engage preschoolers...this works on multiple levels as a book of opposites, as an exposition of bilingual vocabulary, and as a portrayal of a kind family and neighborhood that is still hard to find, done this well, in picture books.”

—*Horn Book*

★ “Young listeners will be drawn in by the charm of the confident young narrator and the complementary illustrations. An excellent introduction or reinforcement of the concept of opposites, this is also just a good family story.”

—*Críticas Magazine*

“A dual text of English above an equally matched Spanish version will have preschoolers relating to the familiarity of Quinito’s day and night activities, while children in a bilingual environment will appreciate the opposing features of each in two familiar languages.”

—*Kirkus Reviews*

12. How does this story celebrate the opposites in our lives?

### Reader’s Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. Suggest that students respond in reader’s response journals, essays, or oral discussion. You may also want to set aside time for students to share and discuss their written work.

1. Imagine this weekend, you are spending the day at Quinito’s home. Which activity would you rather do? What do you want to learn more about or how to do?
2. Write a letter to your own family member asking if you could spend time with him or her and suggesting some activities you might share.
3. Describe your family in as much detail as possible. What do you like to do together?
4. Which parts of Quinito’s life do you connect with the most? Why?
5. What can you learn about family diversity and family structures from this book?
6. Quinito learns to see opposites all around him and the beauty of opposites. Describe

an experience that helped you better understand opposites.

### ELL Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)  
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students’ level of English proficiency, after the first reading:
  - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
  - Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about what they admire about the opposites Quinito sees in the story. Alternatively, students can describe what other opposites Quinito may have missed in his world.



5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.
6. Display a picture of Quinito's entire family and point to the relevant members when you ask students to share about their own families, emphasizing family vocabulary.
7. Provide a sentence frame for sharing about families.
8. *Quinito, Day and Night / Quinito, día y noche* 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.

## INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

### English Language Arts

(Reading Standards, Key Ideas and Details, Strands 1-3; Craft and Structure, Strands 4-6; Integration of Knowledge & Ideas, Strands 7-9; Range of Reading of Text Complexity, Strand 10)  
 (Writing Standards, Text Types & Purposes, Strands 1-3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7-9; Range of Writing, Strand 10)  
 (Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3; Presentation of Knowledge and Ideas, Strands 4-6)

1. Read the first adventure of Quinito with *Quinito's Neighborhood / El Vecindario de Quinito* (<https://www.leeandlow.com/books/quinito-s-neighborhood-el-vecindario-de-quinito>). As students reflect on these stories, ask them to compare how each story encourages readers to explore and appreciate the world around them.
2. As Quinito looks around him, he makes comparisons. He uses adjectives and their antonyms. Review or teach students that antonyms are two words that have the opposite meaning from each other. Have students make a T-chart of all the adjectives Quinito uses in one column and its antonym in the other column. With this list of adjectives, encourage students to use them in a short paragraph on a topic of their choice. Remind students that adjectives can help writers add more detail to their writing and make their writing more interesting.
3. Read additional stories about comparisons and opposites, including: *A Morning with Grandpa* (<https://www.leeandlow.com/books/a-morning-with-grandpa>), *America: My Land, Your Land, Our Land* (<https://www.leeandlow.com/books/america>), *Pop Pop and Grandpa* (<https://www.leeandlow.com/books/pop-pop-and-grandpa>), *Sister Sister* (<https://www.leeandlow.com/books/sister-sister>), *Two Mrs. Gibsons* (<https://www.leeandlow.com/books/two-mrs-gibsons>), and *Two Sweet Peas* (<https://www.leeandlow.com/books/two-sweet-peas>).
4. Ask students to share information about their own families, including: Who are the kids in your family? Who are the grown-ups in your family? Quinito has grandparents; is there any



older adult in your family? What do you do with your family? Do you have any animals in your family?

5. Make a class book called *Our Families*. Each student will contribute a page by drawing a picture of his or her family. If possible, circulate it around the room and add a label to each family member (or encourage students to do so if they are able). To be inclusive, draw your parents, siblings, or someone else who doesn't live with you. Reassure students that they can include anyone they consider family in their pictures.
6. Read another story that celebrates family life, togetherness, and how each spends their day: *Summer Sun Risin'* (<https://www.leeandlow.com/books/summer-sun-risin>). How do the illustrations and text indicate the time of the day? How does each main character spend his day?
7. What makes your family unique? What activities do you do or interests do you share with one member in your family? Describe a time you spent with a family member in your life and why that memory is special to you.
8. Have students create a Venn diagram of Quinito's and their own family. Then in two paragraphs, ask students to compare how Quinito is similar to and different from their own family.

### School-Home Connection

(Writing Standards, Text Types & Purposes, Strands 2 and Production & Distribution of Writing, Strands 5 and 6)  
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. Encourage students to draw a family portrait of their own families. Ask for volunteers to share their pictures with the group and name the people shown. Alternatively, have your students bring in a copy of a family photograph to share with the class. Students can write about these photographs and post them in the classroom.

2. Encourage students to create a family tree of their own families including extended family members and anyone they identify as being a part of their family.
3. Have students with their families observe how they spend their evening and with whom, and make a list of comparisons. If helpful, brainstorm a list of adjectives and their antonyms beforehand. Then encourage students to think about what in their lives fits those descriptions. Students can share out their comparisons in class.



## ABOUT THE AUTHOR

**Ina Cumpiano** is a Puerto Rican writer, the author of many little books for big kids and a few big books for little kids, among them *Quinito's Neighborhood / El vecindario de Quinito*. Morning and night, she edits books for teachers, plays with her eleven grandkids (big and small), writes poems (good and bad), and travels (near and far). She lives in San Francisco, California.

## ABOUT THE ILLUSTRATOR

**José Ramírez** is an artist, children's book author, teacher in the Los Angeles School District, and the father of three girls. His work has been exhibited widely, and his commissions can be seen in nonprofits, hospitals, cities, film and tv companies, and cultural centers across the country. He lives in Los Angeles, California.

## ABOUT LEE & LOW BOOKS

**LEE & LOW BOOKS** is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at [leeandlow.com](http://leeandlow.com).

## ORDERING INFORMATION

### On the Web:

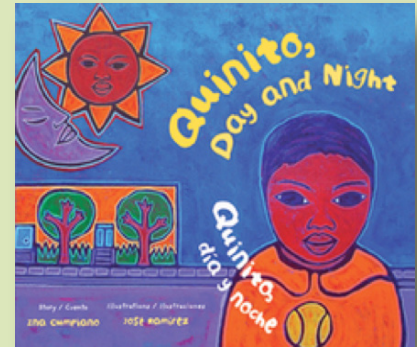
[www.leeandlow.com/contact/ordering](http://www.leeandlow.com/contact/ordering) (general order information)

<https://www.leeandlow.com/books/quinito-day-and-night-quinito-dia-y-noche> (secure online ordering)

**By Phone:** 212-779-4400 ext. 25 | **By Fax:** 212-683-1894

**By Mail:** Lee & Low Books, 95 Madison Avenue, New York, NY 10016

## Book Information for *Quinito, Day and Night/Quinito, día y noche*



\$9.95, PAPERBACK

978-0-89239-296-4

\*Reading Level: Grade 2

Interest Level: Grades K–2

Guided Reading Level: J

Accelerated Reader® Level/  
Points: 1.5/0.5

Lexile™ Measure: AD360L

**THEMES:** Community Life, Neighborhoods and Home, Families, Day in the Life, Comparing, Similarities and Differences, Opposites, Beginning Concepts, Latino Interest

### RESOURCES ON THE WEB:

<https://www.leeandlow.com/books/quinito-day-and-night-quinito-dia-y-noche>

*All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.*