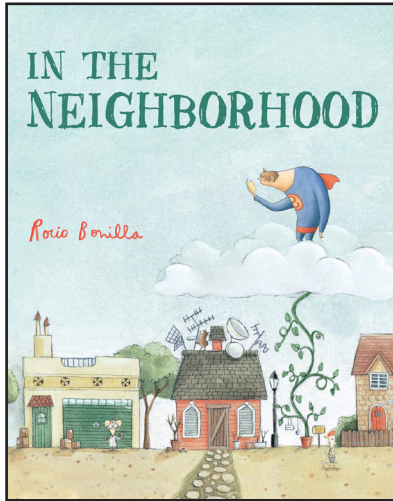


IN THE NEIGHBORHOOD

ACTIVITY KIT

Table of Contents

Discussion Guide.....	2
In My Neighborhood	3
Inside Me / Outside Me.....	4
Classroom BINGO.....	5
Art Activity: OUR COMMUNITY...	6



Rocio Bonilla
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About the Book

This neighborhood is full of interesting and exciting characters . . . who never talk to each other. Why? Because they've all made assumptions about what the others are like. Camila the chicken's house is too noisy, Mr. Martínez the fox seems so straightlaced, and Pepe the ogre—well, you know about ogres.

But one day, Mrs. Paquita's internet connection goes out. That starts a domino effect of neighbors helping neighbors. Soon everything changes, and this quiet little neighborhood becomes something completely different.



About the Author-Illustrator

Rocio Bonilla holds a BFA and worked in advertising for many years before founding her own company, Erase una vez, through which she creates murals for children's rooms. She both wrote and illustrated *What Color Is a Kiss?* and *Little Bro, Big Sis*, and wrote and co-illustrated *Max and the Superheroes*.

IN THE NEIGHBORHOOD

Activity Kit

Discussion Guide

Use these questions to kick off classroom discussion, guide pre-thinking and post-reading responses, or inspire a writing or drawing assignment!

Neighbors & Neighborhoods

1. What are your students' neighborhoods like? What kind of buildings, parks, roads, and other spaces are there?
2. How do your students get from place to place in their neighborhood(s)? Do they take the bus, ride in a car, get on a train, walk, or ride a bike? How do they navigate?
3. If your students were to get lost in their neighborhood, how would they get help?
4. What makes someone a neighbor? Are there limits to who a neighbor can be (based on distance, etc.)? Who are students' neighbors?
5. What is a community? What is the difference between a neighborhood and a community? Do communities have to be physically close together?
6. Listen together to the song "Won't You Be My Neighbor?" by Fred Rogers. How does it make your students feel? What are some words that stand out to them? Do they think this song would be a good soundtrack for *In the Neighborhood*? Why or why not?

Building Bridges

1. Why are the neighbors in *In the Neighborhood* so reluctant to get to know one another? Do you sometimes hold back from talking to someone unfamiliar? What are some ways you can break the ice?
2. Why does the neighborhood begin to change when Mrs. Paquita's internet stops working? Who helps her?
3. What inspires Camila to try talking to Mr. Martínez?
4. Mr. Martínez has a secret hobby. Why do students think he keeps it a secret? Would you guess that a serious lawyer likes to juggle in his spare time? Do your students also have hobbies or interests that other people might not guess they have?
5. How can students be helpers in their own neighborhoods and communities?
6. What are some physical places in students' neighborhoods where people gather? Are they indoors or outdoors? Large or small? Businesses or free public spaces?

IN THE NEIGHBORHOOD

Activity Kit

In My Neighborhood

Use the dot paper below to sketch a map of your neighborhood. Who lives close to you? What are the important landmarks?

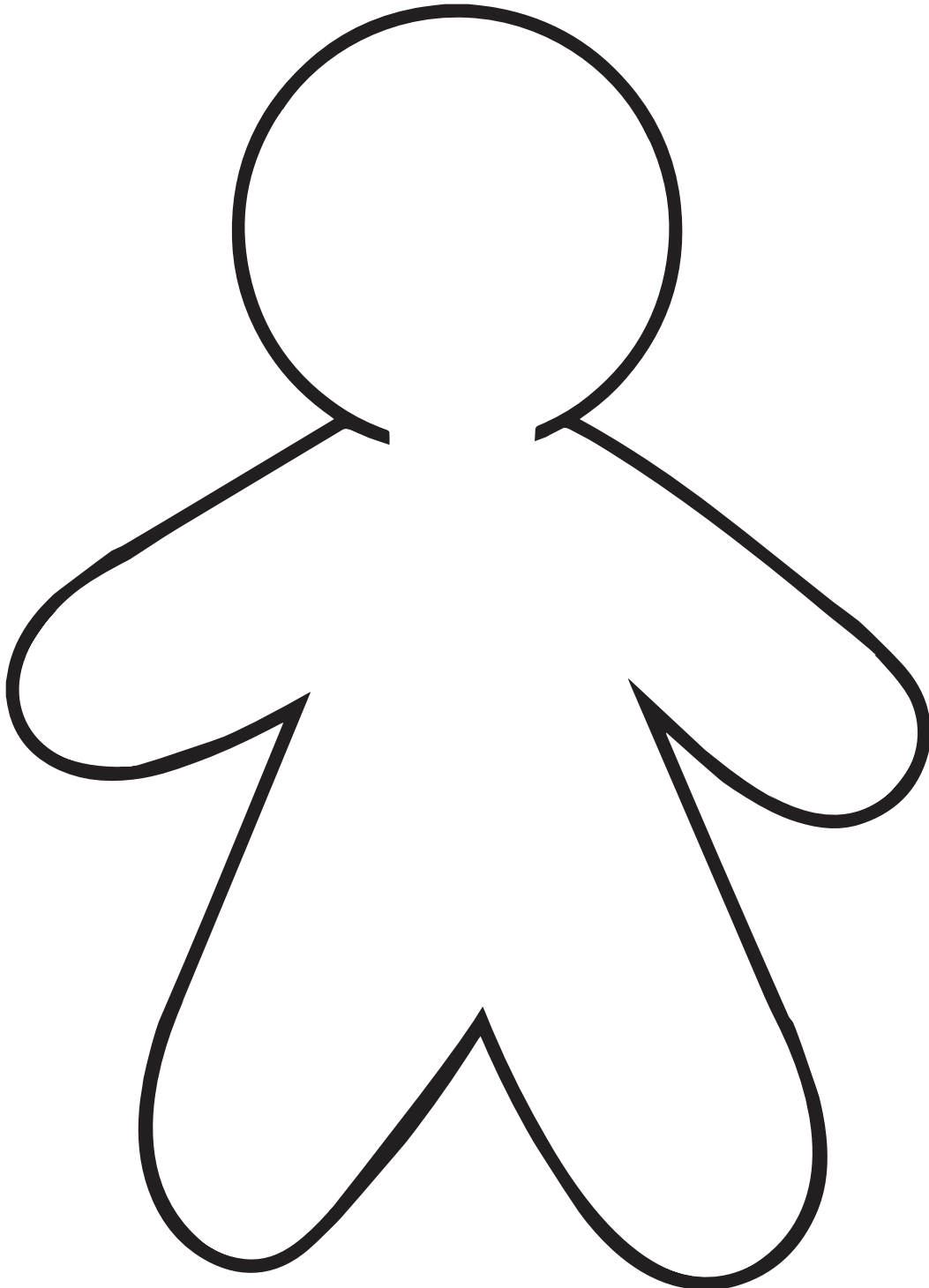
A large grid of 20 columns and 20 rows of dots, intended for sketching a neighborhood map. The dots are arranged in a regular grid pattern across the page.

IN THE NEIGHBORHOOD

Activity Kit

Inside Me / Outside Me

Everyone has an “Outside Me”—the way they look to other people—and an “Inside Me”—the way they feel on the inside. Use this page to draw or jot down words describing what others see when they look at you around the outside of the person shape and who you are inside on the inside of the person shape.



IN THE NEIGHBORHOOD

Activity Kit

Classroom BINGO

Get your classmates to initial a box that fits them until you have BINGO! Get initials from at least one person you don't usually talk to.

B I N G O

Has a pet	Likes to swim	Speaks a language other than English	Plays an instrument	Doesn't eat meat
Has an older sibling	Likes to bike	Is taller than you	Is wearing the same color as you	Favorite place is the library
Has a younger sibling	Likes to read	FREE SPACE	Plays a sport	Reads comics
Has the same eye color as you	Likes to cook	Has traveled outside the US	Favorite color is blue	Has been on an airplane
Has longer hair than you	Likes to draw	Is shorter than you	Likes superhero movies	Likes rainy weather

IN THE NEIGHBORHOOD

Activity Kit

Art Activity: OUR COMMUNITY

Explore ideas about community together through this collaborative art project.

Materials

- Butcher paper
- Markers, crayons, paints, and other art materials
- 8½ x 11 sheets of construction paper
- Masking tape
- Liquid glue, rubber cement, or other strong adhesive

Preparation

1. Cut a piece of butcher paper as long as your in-class or hallway display space will permit.
2. Write the words “OUR COMMUNITY” in large letters in the center of the butcher paper.

Procedure

1. **Define concepts.** Begin by showing students the butcher-paper banner and asking them to define the word “community.” What does a community do? What kinds of communities do your students belong to? Jot down answers on the classroom’s whiteboard or interactive display for students to reference during step 4.
2. **Narrow the focus.** Ask questions. What is your classroom community like? What do students do together? What are your shared goals and values? Are there members of your community other than students (teacher, volunteers, substitutes, class pet, etc)? How do your students fit into the broader school community?
3. **Brainstorm.** How can students show in pictures what your classroom community is like? What kinds of colors and symbols do students want to use? What do they want someone who sees their art to understand about their classroom community?
4. **Create individually.** Offer students 15–20 minutes to create a piece of art that depicts their classroom community.
5. **Bring it together.** Once students are finished with their individual pieces, invite them to use a piece of masking tape to tack their art on the big banner for an adult helper to glue down later, or if age-appropriate they may glue the art themselves.
6. **Put it on display.** The resulting banner can be displayed in the hall to show classroom pride or inside the classroom as a reminder of students’ shared values.