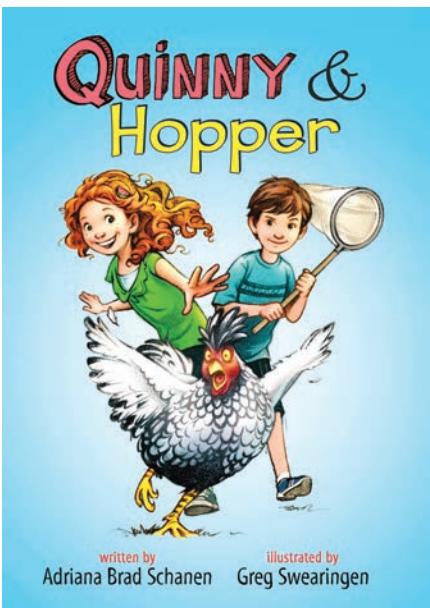


A Curriculum Guide For Educators & Readers



Discussion points, activities and writing/drawing prompts to help educators use *Quinny & Hopper* as a classroom read aloud or as a selection for independent reading. Great for book clubs too!

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230 pages

About the Author

Adriana Brad Schanen lives in Montclair, NJ with her husband, their two lively daughters and a shaggy 60-pound lap dog named Oliver. She can often be found up in her attic, writing books for kids and teens or the occasional screenplay. Visit her online at www.adrianabradsschanen.com.

About the Illustrator

Greg Swearingen has illustrated over eighty chapter books. His artwork has received awards from Communication Arts, Spectrum: The Best in Contemporary Fantastic Art, and the Society of Illustrators in New York City. Mr. Swearingen resides in California with his wife and sons.



This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and a MA in Educational Theater from NYU. Marcie can often be found writing picture books at home in Brooklyn, NYC. Visit her at www.thisismarciecolleen.com.

Special thanks to Kari Kontoleon, 3rd grade teacher at Charles H. Bullock School, Montclair, NJ.

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About the Book

After a tough move from bustling New York City to boring Whisper Valley, Quinny is dying to find some new friends. But where are all the kids? After getting home from a loud family party, Hopper craves quiet time in his room. But guess who just moved in next door?



Meet Quinny Bumble and Hopper Grey, who just met each other...and it's definitely *not* love at first sight. *Quinny & Hopper* centers on the intense odd-couple friendship that develops between these new neighbors and rising 3rd graders, with chapters that toggle between the first-person voices of exuberant, restless Quinny and the more introspective, observant Hopper.

Quinny is a Tae Kwon Do green belt, expert tap dancer, enthusiastic (if beginner) accordion player -- and the life of any party. Relentlessly sociable and sometimes hot-tempered, she often has trouble using her "indoor voice" and her engine's got one speed: very, very, extra-very fast.

Hopper is a puzzle, even to those who know him best. A strong swimmer, he's athletic but not competitive. A gifted artist and budding scientist, he's deeply curious about people -- but from a distance.

He's happiest holed up in his room, sketching, reading or juggling.

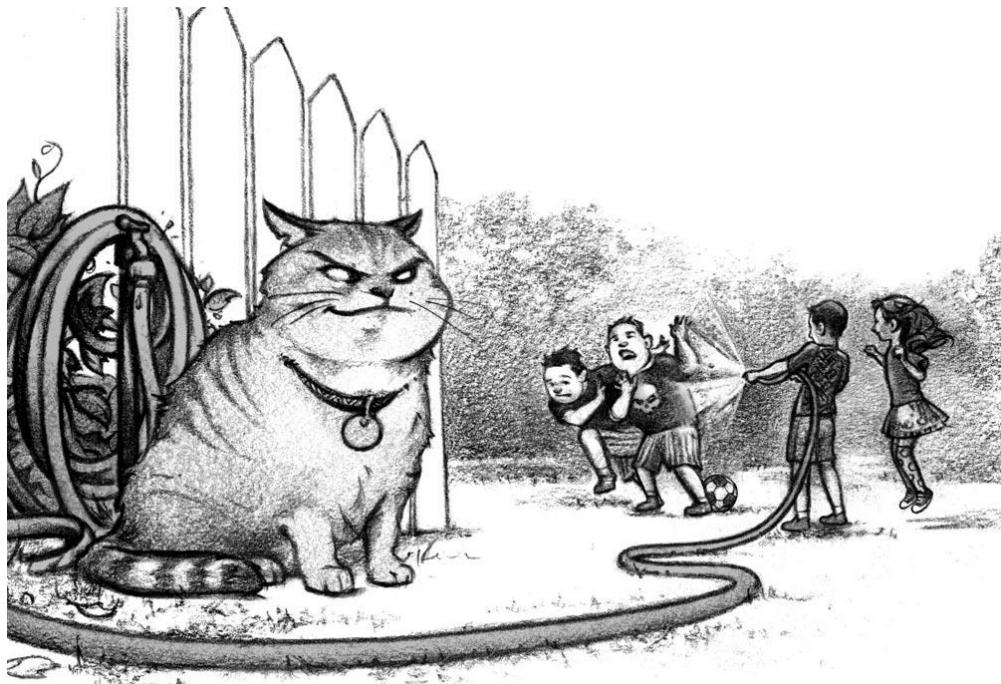
Despite a disastrous introduction, these two muster up the courage to take a big risk, and so begins a magical summer friendship. The kind you never forget. It's a summer full of juggling lessons, accordion playing, the biggest mud puddle ever -- and, most memorably, the mayhem-filled adventure of reuniting an eccentric homeless chicken with her far-away family.

It's also a summer that has to end, as fall brings new haircuts, new school supplies, new schedules -- and new anxieties. Quinny is excited to start 3rd grade, but grows unsettled by gossip about all the changes reportedly ahead, especially new "rules"



regarding boy-girl friendships. Hopper, too, worries that once they get to school, everything will change. Especially once Quinny finds out the awful secret he's been hiding all summer.

Combining emotional realism, quirky characterization and adventure-driven plotting, this young MG alternates between the comically-different perspectives of a boy and a girl whose close summer friendship runs smack-dab into the uncertainties of a new school year that could change everything...maybe even for the better.



Common Core Aligned for Grades 1-4

1st grade: ELA.RL.1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.9, 1.10, ELA.SL.1.1, 1.2, 1.4, 1.5

2nd grade: ELA.RL.2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, ELA.SL.2.1, 2.2, 2.3, 2.4

3rd grade: ELA.RL.3.1, 3.3, ELA.SL.3.1, 3.3, 3.4

4th grade: ELA.RL.4.1, 4.2, 4.3, 4.6, ELA.SL.4.1, 4.2, 4.4

Before You Read...

1. Take a close look at the front cover illustration of *Quinny & Hopper*. Can you predict who this book is about? What about when and where it takes place? What from the illustration supports your prediction?
2. Read the text on the jacket flap. What do you learn about the story from this blurb? What questions does it raise about the story?
3. Read the text on the back cover, which is an excerpt from the book. Does it make you want to keep reading? How does this blurb "hook" readers?

Chapters 1 - 4

1. At the beginning of the story, Quinny is moving from New York to Whisper Valley and she is not happy about it. Why is Quinny upset about having to move? What is she worried about?
2. What are some things that Quinny is going to miss about her hometown of New York City?
3. Who are the people in Quinny's family? Describe them all.
4. What's Quinny's reaction to Whisper Valley when she sees it for the first time? Why does she feel this way?
5. How does Quinny's glumness about moving to Whisper Valley affect her actions?
6. Who hops into Quinny's backyard as the family is having a picnic lunch? Why does Quinny follow it?

Who is Quinny?

Draw an outline of a human figure, which will represent Quinny, on a large piece of paper.

Using Chapters 1-4 as evidence, write any known details about Quinny inside the outline.

Outside the outline, discuss and write any questions about Quinny that the class might have.

7. Describe Quinny's neighbor, Mrs. Porridge. What does she tell Quinny about the chicken?

8. Who are the people in Hopper's family? Describe them all.

9. How does Hopper feel about going to Aunt Luanne's barbecue party? Why do you think he feels this way? Why do you think Hopper would rather stay in his bedroom?

Who is Hopper?

Draw an outline of a human figure, which will represent Hopper, on a large piece of paper.

Using Chapters 2-4 as evidence, write any known details about Hopper inside the outline.

Outside the outline, discuss and write any questions about Hopper that the class might have.

10. How does Quinny feel about Hopper when she first sees him? How does Hopper feel about Quinny?

Making Connections:

Moving to a new town can be tough, but it can also be exciting. Imagine that your family is going to be moving away. Write a goodbye letter to your old town. Include what you are going to miss and what mementos you will pack with you. Also, include what you look forward to in the new town? What are you excited or curious about? What are you scared or anxious about? What do you wish or hope about your new town?

Predict:

Can you be good friends with someone with whom you have nothing in common? What are some of the benefits of having a friend that is just like you? What about a friend who is different from you?

Based on chapters 1-4 and what you already know about Quinny and Hopper, do you think they will become friends? Why or why not? Be sure to use text clues to support your answer.

Chapters 5 - 11

1. Quinny's dad takes her to Hopper's house to introduce them. What happens when Quinny and Hopper meet? Does it seem like they have a lot in common? Does it seem like they will become friends?
2. Why won't Hopper let Quinny into his room?
3. Quinny calls Ty and Trevor bullyhead #1 and bullyhead #2. Why? Describe what happens when Hopper and Quinny bumped into the twins in the hallway.
4. Whose fault was it that the grandmother's vase broke? Who tattletales that Quinny hit Ty and Trevor?
5. Why does Hopper get mad at Quinny after she tries to defend him from his brothers?
6. In chapters 6 and 8, Hopper seems upset. What do you think is bothering him?
7. Why do you think Hopper likes going to the town pool at night?
8. What is Hopper's mom's solution to making Hopper feel better in Chapter 8? But Hopper has another plan. What is Hopper's plan to create a fresh start?
9. Quinny is upset in Chapter 7. Describe the things that are bothering her.
10. What is Quinny's plan at the end of Chapter 7? What stops her? What is Quinny's response to Hopper's artistic gesture?

Face It!

Hopper uses art to connect with Quinny by placing a sketch he's drawn of her in his window.

Pair up with a classmate and sketch or draw his or her face. What is the most memorable, interesting or unique thing about his or her face?

Remember, this is art. It doesn't need to look perfect!

Making Connections:

Using what you have discovered about Quinny and Hopper's personalities so far, what might their rooms might look like? What words would you use to describe the rooms?

What about you? How does your room or home show your unique personality? Create a drawing of your room or home to share with the class.

Predict:

Quinny and Hopper's siblings play a huge part in why they have a disastrous first meeting.

How do you think Quinny and Hopper can become friends, despite interference from their siblings?

Chapters 12 - 15

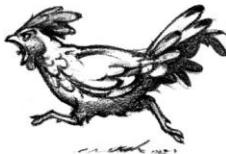
1. Hopper tries to teach Quinny how to juggle. What can you learn about Hopper's personality from this scene? What about Quinny's?
2. Quinny decides to teach Hopper something, too. What does she teach him?
3. Where do Quinny and Hopper hide from Ty and Trevor? Why do you think Hopper wants to hide? Do you think Quinny is a secret?

Sharing is Caring

What is something you do that you want to share with your friends?

Do you know how to make the best grilled cheese? Or how to play a certain game? Or how to make a certain craft?

Create a list of steps needed. Add photographs or drawings to help you instruct the class.



7. How do Mrs. Porridge, Victoria and Walter get involved?
8. Describe Victoria.

Making Connections:

Hopper doesn't want his brothers to see him playing with Quinny because he is scared they will tease him.

Have you ever hidden something from another person so that they will not make fun of you?

Predict:

We are introduced to Victoria in chapter 15. Do you think she will become friends with Quinny and Hopper? Why or why not?

Chapters 16 - 21

1. The twins leave for sleepaway camp.
How do Quinny and Hopper "celebrate"?

4. How come Quinny and Hopper get soaked under the porch? Who else gets soaked?
5. How does Freya react to Ty and Trevor?
6. How do Quinny and Hopper get back at Ty and Trevor?

A Smelling Bee

Collect pairs of items that smell and place them in containers that cannot be seen through. Poke holes into the top of the containers. Mix up the containers and try to match the containers that have the same item.

2. How does Quinny "heal" the broken soccer net?
3. What is a smelling bee?
4. What are some of the things Quinny shows Hopper in her house? Why do you think Hopper is surprised by all of Quinny's pictures of friends?
5. What is the story with Freya, the chicken? Where is Mr. McSoren?
6. Why do you think Quinny becomes so obsessed with catching Freya and reuniting her with Mr. McSoren?
7. Why do you think Hopper joins Quinny in her quest to catch Freya when he didn't pay Freya much attention before?
8. What are some ways that Quinny tries to catch Freya?

Making Connections:

Have you ever wanted to return something to its rightful owner? Describe what happened.

Quinny wants to return Freya to Mr. McSoren. As a class read the picture book *Found* by Salina Yoon.

Predict:

Do you think Quinny and Hopper will catch Freya? How?

Chapters 22 - 24

1. Who interrupts just as Quinny and Hopper are about to catch Freya?
2. Why is Quinny so excited about the school

To Catch a Chicken

Quinny comes up with several ideas for how to find and capture Freya, the lost chicken.

She decides to buy a piece of poster board and have Hopper draw a picture of Mr. McSoren to lure Freya.

Using a large piece of paper, create a flyer to help you catch Freya.

letter? Why is Hopper upset?

3. What kind of school supplies does Quinny get at the store? And why does she buy a piece of poster board?
4. What's waiting in a box at home for Quinny?
5. Hopper tells Quinny to "go away" and that everything is over. Why is Hopper so worried about Quinny seeing the "real" Hopper?

Making Connections:

Quinny is excited about shopping for school supplies.

What kind of items would you place on your own list of school supplies?

Predict:

How do you think Quinny will react to the "real" Hopper? Why? Use moments in the text for evidence to support your answer.

Chapters 25 - 27

1. As Quinny leaves Hopper's house she bumps into Victoria. What two items does Victoria take from Quinny? How does Quinny feel? Why do you think Quinny wants to be Victoria's friend?
2. Why doesn't Hopper like school?
3. What are the rules about third grade according to Victoria?

Who is Victoria?

Draw an outline of a human figure, which will represent Victoria, on a large piece of paper.

Using Chapters 25-27 as evidence, write any known details about Victoria inside the outline.

Outside the outline, discuss and write any questions about Victoria that the class might have.



Making Connections:

Victoria worries Quinny about 3rd grade.

Have you ever been worried about starting a new year at school? Why?

Predict:

Do you think Quinny and Hopper will ever be friends again, despite the 3rd grade rules? Why or why not?

Chapters 28 - 29

1. With no friends to play with, Quinny and Hopper spend the last week of summer with their families. Describe

"The Ropes"

Using Victoria's 3rd grade rules as inspiration, create your own rules to help those kids who are going to be coming into your grade next year.

Be sure to include encouragement and support so that no one is nervous.

Quinny's week. Describe Hopper's week.

2. Why does Hopper run away at the mall? Do you think how Hopper's mom treated him at the mall was fair? Why or why not?
3. When Victoria comes back she makes Quinny nervous about third grade. What are some more rules about school that Victoria shares?
4. What happens to Quinny's backpack?
5. Why does Quinny say she's out of good luck?

Chapters 30 - 36

1. The first day of school Quinny and Hopper see each other at the bus stop and on the bus. How do they act?
2. Describe Quinny's terrible day at school.
3. Describe Hopper's day at school. Why was it so much better than he thought it would be?
4. What happens at recess? Why do you think Hopper tagged Quinny?
5. How do Victoria and the other girls react to Quinny talking to Hopper?
6. What does Victoria do when she realizes Quinny lost the friendship bracelet?

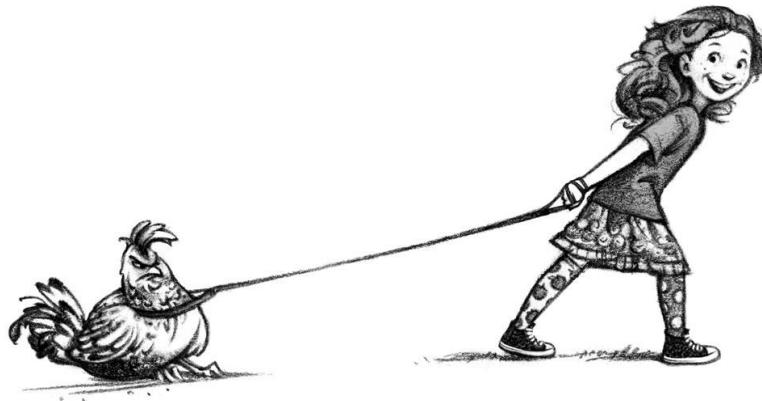
Making Connections:

Recall and write about your best day ever or your worst day ever. What made them so bad or good? Be sure to include lots of details.

Chapters 37 - 41

1. Why do you think Hopper suddenly decides to do something to try and help Quinny feel better after the first day of school?
2. How does Hopper catch Freya? How does Quinny react?
3. Who goes with Quinny and Hopper to return Freya to Mr. McSoren? Why?

4. Reuniting Freya with Mr. McSoren is a joyful occasion, so why is Quinny sad on the way home?
5. What does Hopper decide about their friendship on the way home? How do you know this?
6. How does Hopper “save” Quinny’s backpack?
7. Describe what happens when Quinny sees Victoria again at school.
8. How does Mr. McSoren thank Quinny and Hopper?
9. Why do you think Mrs. Porridge is smiling at the end, even though she sounds upset?



After You Read...

Point of View ~ Adriana Brad Schanen switches Point of View (POV) from chapter to chapter. Sometimes we hear the story through Quinny’s voice and sometimes Hopper’s voice. Why do you think she chose to write the book in this way? What are the benefits? Who else’s POV might you want to hear from?

Pick a scene you enjoyed or remembered well from the book. Re-write the scene from another character’s POV. Maybe choose Ty or Trevor’s POV. Or Mrs. Porridge.

We are Family ~ *Quinny & Hopper* is very much a story about families and siblings, as much as it is a story about friendship.

Quinny’s family:

- How does Quinny feel about her little sisters, Piper and Cleo?
- How does she treat them?

- Why does Piper irritate Quinny so much?
- By the end of the story, how do you think Quinny's feelings toward Piper have changed? Why?
- Find five sentences in the book that describe the members of Quinny's family.

Hopper's family:

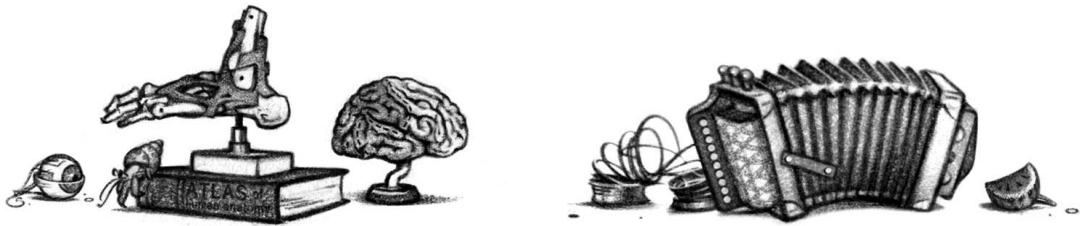
- How do Hopper and his older twin brothers get along?
- Do Hopper and his family members have a lot in common?
- How does Hopper feel about wearing his older brothers' clothes as hand-me-downs?
- Who do you think Hopper is closest to in his family?
- Find five sentences in the book that describe the members of Hopper's family.

Your own family:

- Who are the members of your family?
- Do you get along with them?
- What are some family activities you like doing?
- What don't you like doing with your family?
- Can you relate to Quinny or Hopper?
- Select one of your family members and write a poem about that person by finding at least 10 phrases or parts of sentences from anywhere in *Quinny & Hopper*. Use those phrases as a starting point for your own poem. You can revise and add to the phrases so that they are relevant to your own family member.

A Close Look at Illustrations ~ Go back through the book and closely examine the illustrations. How do the illustrations help tell the story? Which illustration is your favorite? Why?

Look closely at the illustrations at the top of each Quinny chapter and Hopper chapter. Describe them.



Why do you think Greg Swearingen chose the items that he did for these headings? What other items might he have chosen?

Draw your own headings for the Quinny and Hopper chapters using 4 completely different items each.

Q&H the Sequel! ~ Write a back of the book blurb about a sequel to *Quinny & Hopper*. What happens after this story is done? Will it involve Freya's kids? Victoria? The siblings? Mrs. Porridge? Be sure to include a problem and a solution.

