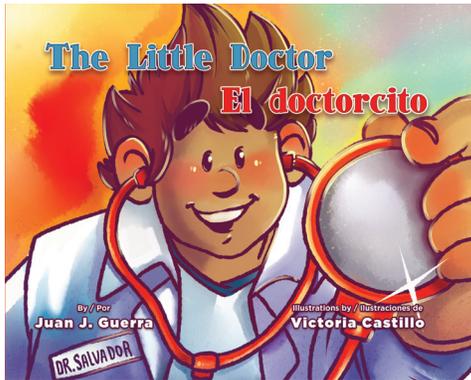


The Little Doctor / El doctorcito

By Juan J. Guerra
Illustrated by Victoria Castillo



SUMMARY

In Juan J. Guerra's engaging bilingual picture book, *The Little Doctor / El doctorcito*, a young Salvadoran boy dreams of becoming a doctor who speaks both English and Spanish so that patients like his beloved grandmother aren't afraid to visit the doctor.

Salvador raced home from school to share exciting news with his *abuela*: he made an A+ on his science test! But at home, he learns that his grandmother needs his help. She is going to the doctor and wants her grandson to interpret for her. *Abuela* is nervous because she has never been to a doctor in the United States. In El Salvador, she either saw a *curandera* or drank *té de manzanilla* when she felt sick.

When he learns that none of the physicians speak Spanish, Salvador realizes that he is completely responsible for making sure the doctor understands his grandmother—and that she understands his instructions! But in spite of his help, the visit does not go well. The doctor rushes in and out. He doesn't listen to *Abuela*. And he tells Salvador that she should not eat so much Mexican food! *Abuela* is so upset that she threatens not to take the medication the doctor prescribes. What can Salvador do to help her?

Paired with lively, colorful illustrations by Victoria Castillo, this book for ages 4-8 will encourage kids to think about their own futures as well as the role their culture can play in helping the community.

ABOUT THE BOOK

GENRE: Fiction
Hardcover
978-1-55885-846-6
32 pages, 11 x 8 ½
INTREST LEVEL: LG

THEMES

ACCOMPLISHMENTS, ALTERNATIVE MEDICINE, ANGER, BILINGUALISM, CAREER PATHS, COLLEGE, COMFORT, COMMUNICATION, CULTURAL RELATIVISM, CURIOSITY, EL SALVADOR, ENCOURAGEMENT, FAMILY, FEAR, FICTION, HEALTH CARE, IMAGINATION, LATINO/HISPANIC INTEREST, MEDICAL CAREERS, MEDICAL SCHOOL, MONOLINGUAL FAMILY MEMBERS, NEIGHBORHOOD HEALER, PUBLIC HEALTH, RESEARCH, SPANISH-SPEAKERS, STEREOTYPES

VOCABULARY

The Little Doctor / El doctorcito has a number of words that your students may not be familiar with. Before or after the reading, review some or all of the words listed below.

Content Specific

Neighborhood healer, herbal tea, native language

Academic

Accomplishment, clinic, encouraged, comfort, checkup, escorted, curiously, equipment, communicating

ELL / ESL Teaching Strategies

Encourage your Spanish-speaking students to translate the Spanish words in the English text for the class.

Act out the following words found in the text: accomplishment, encouraged, comfort, curiously, communicating.

Invite your students to draw emojis for these words.

Before Reading

(Pre-reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

Pre-Reading Questions

1. When and why do we visit a doctor?
2. Who goes with us? Why?
3. What do we expect from doctors? Why?



Exploring the Book

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



1. Read and talk about the title of the book. Ask the students what they think the title, *The Little Doctor / El doctorcito* means. Ask who and what they think this book might be about. Ask students to make a prediction on where this story may take place.

2. Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, introduction, English and Spanish text, illustrations, back matter, dedications, author's and illustrator's notes.

Establishing a Purpose for Reading

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

Ask students to read to find out:

- What doctors are supposed to do
- How doctors are supposed to help us



Encourage students to consider why the author, Juan J. Guerra, wants to share this story with young people. Ask students to also consider why the text is presented in both English and Spanish.

After Reading

Discussion Questions

Use these or similar questions to generate discussion, enhance comprehension and facilitate a deeper appreciation of the story. Encourage students to refer to the text and the illustrations to support their responses. To build close reading skills, students should cite evidence to support their answers.

Literal Comprehension

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

1. Where did Salvador have to go with Abuela? Why?
2. What did Abuela and Salvador find at the clinic?
3. What was wrong with many of the people in the clinic?
4. Who did Abuela see when she felt bad in El Salvador? What kind of treatment did she receive?
5. How did the doctor talk to Abuela? What did he say?
6. What did Abuela complain to Salvador about?
7. What was Salvador's solution to Abuela's complaints?
8. What did the nurse say were the steps to becoming a doctor?



Extension / Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft and Structure, Strand 6)

1. Why do you think Abuela complained to Salvador about the doctor's behavior? Compare and contrast how Abuela was treated in El Salvador to how she was treated in the United States.
2. What kind of person is the doctor in the story? What kinds of things does he say? What does he do?
3. The author dedicates this book "to the healers in every family embarking on the journey to join this great country's health care workforce. Culture matters!" Why is knowing someone's customs and language important?
4. What is college? What do you have to do to go to college? What do you have to do to stay in college?
5. What do you think medical school is? Why do you think it is important for a doctor to go to medical school?

Reader's Response

(Writing Standards, Text Types and Purpose, Strands 1-3 and Production & Distribution of Writing, Strands 4-6)
(Reading Standards, Key Ideas & Details, Strands 1-3, Craft & Structure, Strand 4, Integration of Knowledge & Ideas, Strands 7-9)

1. Which parts of the book do you connect to the most? Why? Describe a time when someone didn't treat you or someone you love nicely and how you felt.
2. Why did Abuela complain to Salvador about the doctor's behavior? Compare and contrast Abuela's experience in her home country of El Salvador and her experience in the United States
3. When do you go to the doctor's office? How do you like to be treated when you are seen by a doctor?
4. Salvador's solution to Abuela's problems was '*Salud en español*' - a place where everyone in the clinic, including doctors, spoke English and Spanish. How would a bilingual environment solve Abuela's problems?
5. Read author Juan J. Guerra's biography included at the end of the book. What did Juan have to do for his Abuela when he was little? What did Juan become when he was big? What did Juan co-found? Why? Write about a company you would like to create when you are big and who your company will help.

ELL/ESL Teaching Strategies

(Speaking and Listening Standards, Comprehension & Collaboration, Strands 1-3 and Presentation of Knowledge & Ideas, Strands 4-6)
(Language Standards, Vocabulary Acquisition & Use, Strands 4-7)

Below, please find strategies that may be helpful to use with English Language Learner students.

1. Review all of the vocabulary. Ask students to make predictions about word meaning, and create and share an action for each word. Invite students to write the meaning of the word or phrase in their own words, draw a picture or create a list of synonyms and antonyms
2. Assign ELL students to partner-read the book with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another or listen to the more fluent reader. Students who speak Spanish can help with pronunciation of the Spanish or read the Spanish alongside a student reading the English text.
3. Ask each student to write three to five questions about the text. Then let students pair up and discuss the answers to the questions.
4. After the reading:
 - Review the illustrations in order and ask students to summarize what happens on each page, first orally, then in writing.
 - Working in pairs, ask students to retell either the plot of the book or key details. Then ask students to write a short summary or opinion about what they have read.
5. Invite students to act out how the doctor treated Abuela in the clinic. Discuss when they or their family members have been disrespected because of the language they speak or because they are not familiar with U.S. customs. As a class, discuss how some or all of the problems Abuela suffered could be addressed.

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 activities below to help students integrate what they have read with other curriculum areas. These activities may also be used for extension activities, advanced readers and creating a home-school connection.

English Language Arts

(Reading Standards, Integration of Knowledge & Ideas, Strands 7 and 9)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3)

(Writing Standards, Research to Build & Present Knowledge, Strands 7 and 8)

1. Discuss what your students know about doctors. Invite students to share what they remember happened in the story and the problems that Salvador had with the doctor. Here is a link about a doctor's job: <https://study.com/academy/lesson/what-does-a-doctor-do-lesson-for-kids.html>
2. Share with the students your journey to becoming a college graduate. Invite the students to research the steps they need to take to go to college. As a class, generate a list of questions similar to the following to ask: Where do you find information about colleges? How do you get into a college? What do you have to do to stay in college? How do you pay for college? Invite students to share their information with their classmates. Then ask students to share where they would like to go to college and what they would like to be. Make a bulletin board, titled "Mysterious, Marvelous Places," with their names and future colleges and degrees.

Science

(Reading Standards, Integration of Knowledge & Ideas, Strands 7 and 9)

(Writing Standards, Research to Build & Present Knowledge, Strands 7 and 8)

1. Share general information about how different parts of the body work with the students. Working in small teams or pairs, ask the students to research then share different organs and parts of the body and how they work. Here is a link with short videos on different organs and body parts: <https://kidshealth.org/en/kids/center/htbw-main-page.html>
2. Explain to the students what a neighborhood healer is. Share with the students that the National Institutes of Health (NIH) classifies two general areas of complementary and alternative care: Natural products (vitamins, minerals, herbs and other botanicals, probiotics, amino acids and other dietary supplements); and Mind and body practices (this includes acupuncture, massage therapy, spinal manipulation, yoga, tai chi and qi gong, meditation and relaxation techniques). Ask students to research one complementary or alternative care method and share their finding with the class.

Art, Media and Music

(Reading Standards, Integration of Knowledge & Ideas, Strands 7 and 9)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3)

(Writing Standards, Research to Build & Present Knowledge, Strands 7 and 8)

1. Have a discussion with the students about the role exercise plays in being healthy. Create a list of activities they participate in that are fun and health. Here is a link with a fun way to exercise:
<https://www.healthforkids.co.uk/>

2. Salvador believes he can solve Abuela's problems with '*Salud en español*' - a clinic where everyone speaks English and Spanish. In the spirit of '*Salud en español*,' compose a bilingual song or make a bilingual poster celebrating respect for others and healthy habits in two languages, English and Spanish.

3. Study the illustrations of Salvador in *The Little Doctor / El doctorcito*. Discuss the style used by illustrator and comic artist Victoria Castillo. Invite students to describe, design and draw a panel of comic book illustrations of Salvador going to the mysterious and marvelous places of college and medical school.

Home-School Connection

(Reading Standards, Integration of Knowledge & Ideas, Strands 7 and 9)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3)

(Writing Standards, Text Types & Purposes, Strand 2, Production & Distribution of Writing, Strand 4 and Research to Build & Present Knowledge, Strands 7 and 8)

1. Invite students to interview a family member or caregiver and ask them about their use of complementary and/or alternative care. As a class, generate a list of questions to ask, such as if they consume any natural products (vitamins, minerals, herbs and other botanicals, probiotics, amino acids and other dietary supplements), if they participate in any mind and body practices (acupuncture, massage therapy, spinal manipulation, yoga, tai chi and qi gong, meditation and relaxation techniques) and if complementary and/or alternative care is used in their home country and how frequently.

2. Invite students and their family members or caregiver to pledge to a health week. As a class, identify and generate a list of healthy behaviors. Ask students to keep a journal about what they are doing to be healthy and to share with their classmates. Here is a link for tips for healthy children and families:
<https://familydoctor.org/tips-for-healthy-children-and-families/>

3. Ask students to search their home for any products that could be used for complementary health care and create a list of the products to share with classmates.

CONNECT WITH THE INTERNET

Blick Art

Bones

<https://www.dickblick.com/lesson-plans/bones/>

Health for KIDS

<https://www.healthforkids.co.uk/>

Kid's Health in the Classroom

<https://kidshealth.org/classroom/>

Teaching Kids Healthy Literacy

<https://www.ymcamke.org/wp-content/uploads/2016/09/Teaching-Kids-Health-Literacy.pdf>



 MEET THE AUTHOR & ILLUSTRATOR



JUAN J. GUERRA a doctor specializing in obstetrics and gynecology, is a graduate of Pomona College and the University of Illinois School of Medicine. He was four years old when his family emigrated from El Salvador to Los Angeles, California. He lives

and works in northern California. This is his first picture book.



VICTORIA CASTILLO an illustrator and comic artist, has a Bachelor of Arts in creative writing from the University of North Texas. Her Colombian mother and Mexican father ensured that she was exposed to different cultures from

an early age. She lives in Houston, Texas, with her family and numerous dogs. This is her first picture book.

 ABOUT PIÑATA  BOOKS

Piñata Books is an imprint of Arte Público Press, the oldest and largest publisher of contemporary and historical literature written by US Hispanics: Mexican Americans, Puerto Ricans, Cuban Americans and others. Piñata Books is dedicated to the publication of children's and young adult literature focusing on US Hispanic culture and has made giant strides in filling the void that exists in American publishing and literature: books that accurately reflect themes, characters and customs unique to US Latino culture. Books published under the imprint are designed to serve as a bridge from school to home and to support family literacy and elementary school education. Discover more surprises at <https://artepublicopress.com/about-pinata-books-2/>.

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