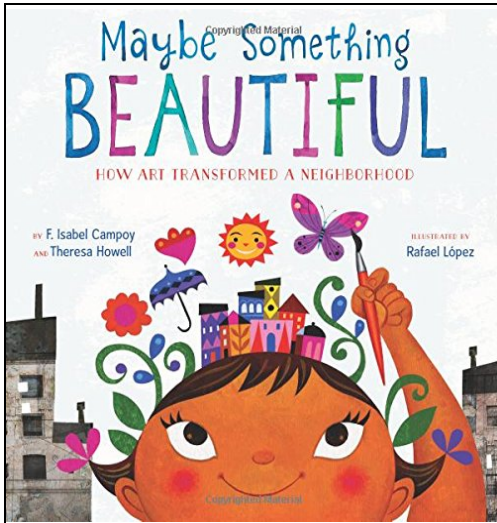


PICTURE BOOK EXTENDER: *Maybe Something Beautiful*

Read-Aloud Aligned to Common Core

by Michelle DeKeyser



Maybe Something Beautiful: How Art Transformed a Neighborhood

By F. Isabel Campoy & Theresa Howell (2016)

Illustrated by: Rafael Lopez

Grades for Use: Pre-Kindergarten-1

SUMMARY OF BOOK:

Mira lives in a drab gray city, but she loves creating colorful pictures, giving them to others in the hopes of adding more color to her city. One day she runs into the Muralist, who is inspired by the illustrator's -- Rafael Lopez-- real life story. Together they start painting the city as "the shadows scurried away." Soon all kinds of family and neighbors are joining them. Everyone is painting to a different rhythm until the policeman looks like he's going to stop the painting party. Instead he joins the party as color and joy spread throughout the city.

Grade 1 Discussion Questions

RL 1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

- What feeling(s) do you get from the color gray? On page 5 the author says, "Her city was less gray--but not much?" How does that make you feel? How is she changing her city?
- What happens when the Muralist brings color to the walls? On page 5, "Sky blue cut through the gloom." On page 8, "Mira dipped it in the loudest color she saw?" On page 18, "Wherever Mira and the man went, art followed like the string of a kite." How do these images make you feel?
- Did your feelings change from the beginning of the book to the end of the book? How did the author create that?

RL 1.7 Use illustrations and details in a story to describe its characters, setting, or events.

- Listen to this description of the Muralist, "The man's laughter was like a rainbow spreading across the sky." What do you picture in your mind? What does this tell you about the Muralist? What other words, phrases, and/or illustrations describe the Muralist?
- Why do you think the author uses larger print and vertical illustrations in certain parts? Was it helpful?

Grade 1 Activities

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

- Look at the illustrations that show parts of the mural the characters create. (pages 13-14, 16, 18, 20, 21-22, 23, 26-27) What images are used? What do they tell you about the characters and/or community?
- Then compare to Rafael Lopez's real life murals found on <http://rafaellopez.com/murals/>. Put students into small groups, have each group pick one mural as they look for common elements between story and real life murals. As each group shares, start an anchor chart with these common elements.

W 1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

- Review the anchor chart. Then watch YouTube examples of Rafael Lopez's real life murals such as Chicago and Fort Collins. What images were used to represent these cities? Add ideas to anchor chart. Then discuss what images can represent their school, community, and/or city? Put students in small groups, give each group a big piece of paper to collaborate, and create a mural that represents their school. Then find a wall, get community help, and create one big student led mural.

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Collaboration Comments:

I received feedback from Amy Evenson and Nicole De Broux. There were places I could be more specific with my questioning, and also some praises for descriptive questions. I had a few editing errors that were fixed. My first activity needed to be broken down and an anchor chart was suggested. The second activity got some praises. Both gave suggestions that were very helpful to elaborate my questions and create more detailed activities.

I also gave feedback to Amy Evenson and Nicole De Broux. I was able to answer questions about book selection. I gave compliments on their ideas for activities, good questioning, choice of book, and good summaries. I helped with making questions more specific and fine tuning the wording. I asked for some clarification in wording on the activity. I suggested sharing a writing activity and a different video. I also corrected a few grammatical errors. Overall, both had done a great job and just needed some fine tuning.

Overall, collaboration once again went smoothly and was very valuable. I was able to work closely with Nicole and answer some of her questions about the assignment. And Amy made suggestions to my assignment but also came back to the document to see the changes made and take one last look. This has been a great way to fine tune assignments and get to know classmates in this digital class!