

READY READERS BOOK PLAN

Suggested Grade: K-3rd grade	Facilitator:	Grade:	Lesson Date(s):
Book Title and Author(s)/Illustrator(s): <u>Maybe Something Beautiful</u> - Author- F. Isabel Campoy. Illustrator- Theresa Howell			
Theme(s)/Big Idea(s): Teamwork; Community; Creativity; Everyone can make positive changes in their community; Art and creativity can be used to make positive changes in the community;			

VOCABULARY PLAN	
Focus word & kid-friendly definition: Transform means to make a big change	
Note: If the facilitator wants to expand the definition, they can share that sometimes this change is in how something or someone looks. Sometimes it can be how something or someone thinks, speaks or acts.	
Image/symbol: Show picture of caterpillar transforming into a butterfly.	Gesture: N/A
Use in context: While showing the image, say “after spending time in a cocoon, the caterpillar will transform into a butterfly.”	
Prompt kids to use in context: Think about a time that you’ve seen something change or transform. Prompts kids to Turn and Talk to share with a neighbor. Take a few responses aloud.	
Bridge to book: In <u>Maybe Something Beautiful</u> , the main character helps to transform her community and we get to find out how she does it!	

BEFORE READING	
<i>write questions and student interaction (T/T, S/J, Act-it-out)</i>	
<ul style="list-style-type: none"> Review RR expectations Introduce Book/Author/Illustrator Teach focus vocab word (See plan above) Ask 1-2 questions to activate prior knowledge/ solicit predictions 	<p>Explain that today for Ready Readers, you are going to be reading a book called <u>Maybe Something Beautiful: How Art Transformed a Neighborhood.</u> Explain that this book was written by F. Isabel Campoy and Theresa Howell. It was illustrated by Rafael Lopez. Explain that before we read our story, we are going to learn our special word of the day. Use the vocab teaching plan to review the focus word and then continue below.</p> <p>Q1. Take a look at the pictures on the front cover. How do you think the neighborhood is going to transform or change? What do you see that makes you think so? (Popcorn Style/Raised Hands)</p> <p><i>Call on volunteers. Responses to look out for include: they are going to paint pictures, they are going to draw, they are going to put art around the neighborhood, they see colorful pictures and a girl using a paintbrush.</i></p> <p>Q2. Why might the girl on the cover want to transform or change her neighborhood? (Turn and Talk)</p> <p><i>Pose question to the group. Explain that when you say “go”, you want them to Turn and Talk to their partner about why they think the girl wants to transform or change her neighborhood. Responses to look out for include: she wants to make it more beautiful with art, the neighborhood doesn’t have enough art or color, she doesn’t like the way the neighborhood looks. Once Turn and Talk is complete, take shares from 2-3 pairs as a whole group.</i></p>

READY READERS BOOK PLAN

Share that now we get to find out why Mira wants to transform her neighborhood and how it happens!

DURING READING

write questions and vocab with page numbers and student interaction (T/T, S/J, Act-it-out)

- Ask 3-4 questions that target different comprehension strategies (predict, infer, connect, synthesize)
- Note opportunities to reinforce focus word.
- Identify other potential new vocab to define while reading

Q1. Mira really enjoys creating art. It brings her a lot of joy and happiness. What are some things that you really love to do? (Stop and Jot)

Prompt children to Stop and Jot. After 1-2 minutes, prompt children to hold up responses. Call out what you see and then, invite a few children to share.

Q2. Why do you think Mira put one of her pictures on the wall of a building in her neighborhood? (Turn and Talk)

Pose question to the group. Explain that when you say “go”, you want them to Turn and Talk to their partner about why Mira put her picture on the wall. Responses to look out for include: she wanted to add some color, she wants to share her pictures with the community, she wants to make the neighborhood more beautiful to look at, she wants the city to be less gray. Once Turn and Talk is complete, take shares from 2-3 pairs as a whole group.

Q3. What kinds of pictures do you think the people are adding to the walls? Follow-up: Why do you think everyone is joining in to paint the neighborhood? (Stop and Jot)

Prompt children to Stop and Jot about what they think the neighbors are painting. Explain that they can write ideas with words or draw it with pictures. Once time is up, ask the group to hold up their boards so that you can see. Share some ideas that you see aloud. You can prompt children to share examples as well. Have children clear boards and place them down.

Share follow-up question and take a few shares aloud. Responses might include: they want to make the neighborhood more beautiful, they like to draw and paint like Mira, they see how much Mira and the muralist enjoy making art, the new art on the walls is making everyone feel happier.

Q4. This line says that the muralist’s paintbrush was like a magic wand. How was his paintbrush like a magic wand in the story? (Turn and Talk)

Prompt children to Turn and Talk to their partner about how the muralist’s paintbrush was like a magic wand in the story. Responses to look out for include: it changed the neighborhood from gray to colorful, the painting made the community more color, the art made everyone in the community happier, magic makes things change or transform just like the muralist and his paintbrush. Once Turn and Talk is complete, take shares from 2-3 pairs as a whole group.

What additional words might you address while reading?

Additional words include:

- **Neighborhood-** a community where groups of people live
- **Scurried-** ran away quickly
- **Spreading-** moving out over a large area or space
- **Artist-** a person who creates different kinds of art
- **Muralist-** a person who paints large pictures on walls and buildings

READY READERS BOOK PLAN

AFTER READING

write questions and student interaction (T/T, S/J, Act-it-out)

- Ask 1 question reflecting on book theme
- Make connection to extension activity

Q1. How did the community transform? How was it different at the end of the story from the beginning? (Turn and Talk)

Pose question to the group. Explain that when you say "go", you want them to Turn and Talk to their partner about how the community transformed. Responses to look out for include: the neighborhood is more colorful, there is new art on the walls, the people are happier, the people worked together. Once Turn and Talk is complete, take shares from 2-3 pairs as a whole group.

Q2. How do you think the people in the community felt before the neighborhood was transformed? Why do you think they felt this way? How do you think they felt after the neighborhood transformed? Why do you think they feel this way now? (Popcorn Style)

Pose question to the group and take a few volunteers. Responses might include: they were sad or feeling down because the neighborhood was gray, they felt happier after the pictures were added to the walls because the neighborhood is more colorful and beautiful to look at.

What will you say to connect the theme or big idea to extension activity: Explain that Mira and her community worked together to transform their community into a brighter and happier place to live by painting beautiful, colorful drawings or murals on the walls. They saw something about their neighborhood that could be better and worked together to make it happen! Today for our activity, we are going to make our own mural!

EXTENSION ACTIVITY

Activity Description: Community Change Murals

Children will create a group mural that represents images they would like to see in their schools and neighborhoods. Each child will design a square individually that will be taped to other squares on poster or butcher paper to make a large group mural.

Materials

- Chart Paper for Group Brainstorm
- Model Mural Square
- Sketch Paper (1 per child)
- 8" X 8" Cardstock Squares (1 per child)
- Coloring tools (crayons, colored pencils) *You can also have children paint the squares as long as extra prep, clean-up, and drying time is accounted for.
- Tape or glue
- Colored poster board or butcher paper
- Printed pictures of murals from the community (see examples attached)

Introduction (3-5 minutes)

Direct group's attention to pictures of murals. These can be shown one by one or taped to a chart paper. Ask the group to give you a thumbs up if they have ever seen any paintings or drawings on buildings around their neighborhood like the ones in the pictures. Ask a few children to share what kinds of drawings they have seen. Explain that these paintings are called murals and that they are painted by artists to add beauty to the community and sometimes to share a message using pictures. A mural is a work of art, usually a painting, that is done directly on a wall or ceiling, or another surface that is hung on a wall. Just like Mira, we are going to think about what we would paint if we wanted to transform the walls in our own community and create our own Community Mural together..

READY READERS BOOK PLAN

Brainstorm (Whole group and/or Individual) (5 minutes)

Direct group's attention to large chart paper with the title "Community Mural Brainstorm". Pose this question to the group: "If you could transform your community with drawings or paintings, what would you draw or paint?" "What kinds of pictures would you like to see around your neighborhood?" Take responses popcorn style and write on chart paper.

Model (2-3 minutes)

After brainstorming ideas as a group, explain that in a few minutes you are going to give them sketch paper and pencils to practice drawing the picture that they want to add to our community mural. Explain that once they finish practicing, they will each get a special square to put their final drawing on. Explain that after everyone is finished, you are going to tape them all together to create a whole group mural with each of their drawings. Show a pre-drawn sketch (before any color added) and a completed drawing as models and then hang where children can see them. Explain what you drew and why you would want this picture in your community (Emphasize that yours is just an example and that they should draw what they want to see in the community)

Instructions for Independent Work (25-30 minutes)

Hand out sketch paper and pencils. Give 5-10 minutes for brainstorming with a timer set, depending on group progress. Once time is up, give out cardstock squares and coloring tools. Give 15-20 minutes to complete the mural square. If some children finish quickly, they can complete a second square.

Share Back and Reflection (8-10 minutes)

After materials have been cleaned up, explain that they will now have a chance to share what they drew for our community mural. Assign pairs and instruct groups to **Turn and Talk** about what they drew. Explain that they should share what they draw **AND** why they would want that picture in the community. Rotate to ensure that everyone is getting a chance to share. Once Turn and Talk is complete, call on a couple of pairs to share what each other drew. Ask group: How might adding these pictures change or transform our community? What are some other ways that you might change or transform your community? Take responses from volunteers. Group Leaders can share ideas as well, if children are stuck. Thank children for a great Ready Readers class and close out session.

*After the lesson, group leaders should put the squares together on a colored poster or butcher paper background to show children at the next lesson. Ideally, they can find some place to hang it in the building.

Additional Ideas for Extension Activities

- Group can color or paint their images on rolled out butcher paper after they brainstorm on sketch paper. Group would need a space where kids could each work on their own piece of the paper at the same time.

READY READERS BOOK PLAN

Focus Word Image



READY READERS BOOK PLAN

Sample Murals



READY READERS BOOK PLAN



READY READERS BOOK PLAN



READY READERS BOOK PLAN

