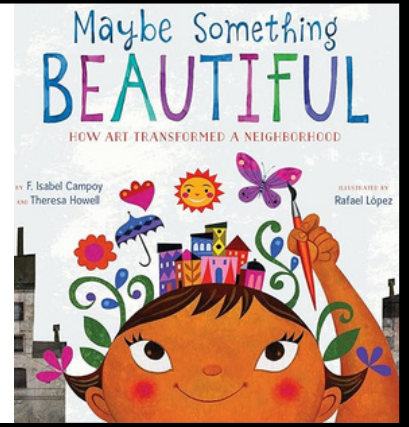


Maybe Something Beautiful: How Art Transformed a Neighborhood

Written by F. Isabel Campoy and
Theresa Howell



Before Reading: Get Ready

Review the book synopsis with the student to confirm interest in reading the book. Share the title, author, and illustrator. Talk about the cover.

Activate comprehension and set a purpose for reading. This book is based on a true story! In this story, a girl named Mira works with other people in her neighborhood to create art that makes her community even more beautiful! Are you an artist or do you like art? As we are reading, let's picture in our minds what Mira's neighborhood looks like at the beginning, middle, and end of our story.

Introduce important vocabulary and ask your student to listen for these words during reading.

- **transformed:** When something is transformed, it is changed. We are going to learn how art changed Mira's neighborhood for the better!
- **gazed** and **peered:** When we gaze or peer at something or someone, we look very closely and carefully at them.
- **muralist:** A muralist is a special kind of artist who paints on walls. They create what we call murals! I will show you a picture of a mural when we read our book today.
- **canvas:** A canvas is a piece of cloth on which someone can paint.

During Reading: Read Together

Sit side-by-side to share the book. Follow the conversation prompts and invite your student to ask questions or comments connected to the text to ensure their comprehension.

- **After reading p. 6:** Do you have a picture in your mind of what Mira's neighborhood looks like? Tell me about it!
 - Point out how the author described Mira's neighborhood as "gray" and help your student describe how this neighborhood looks.

- **After reading p. 18:** What picture in your mind do you have in your mind now about how Mira’s neighborhood looks?
 - Point out the words “beautiful,” “sunshine,” and “color” as examples of words that tell us how the neighborhood looks now.
- **After reading the ending of the book:** What is the picture in your mind of how Mira’s neighborhood looks at the end of the book?
- **Read “A Note from the Authors.”:** Let’s read about the true story upon which this book was based. How do you think this “real” neighborhood looks?

NOTE: This book does not have page numbers. These conversation prompts will be marked in the book for your use.

After Reading: Discuss and Extend

After reading, briefly discuss the text and revisit vocabulary words to ensure your student understands the text. Extend the conversation with writing to give your student multiple opportunities to show understanding.

- **How did making pictures in our mind help us understand and connect to this book?** Feel free to look back in the book if your student wants to do so. Help your student to understand that visualizing or making images as we read “brings the story to life” and helps us “see” what is happening in the story as readers.
- **Let’s write to respond to this story.** (Choose a prompt for student response and copy the selected frame into your student’s notebook.)
 - Mira helped to transform her neighborhood by _____.
 - When Mira and the other people in her neighborhood worked together, they _____.
 - I can transform my _____ by _____. (Examples: home, school, neighborhood, community, etc.)
 - I am an artist who can _____.