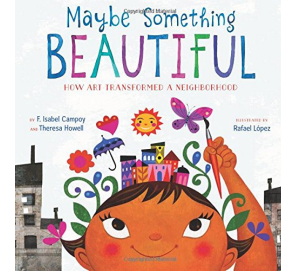


Unit 1: Building Strong Communities

WEEK 7 Day 2



Text Talk
Maybe Something Beautiful
 Read 2 of 2

Big Ideas	<p>People benefit from being part of a community.</p> <p>Caring for each other builds community.</p> <p>When people in communities talk, work, play, and learn together, they can create positive change.</p>
Weekly Question	How can we create positive change in our communities?
Content Objectives	<p>I can use the illustrations and words to describe the events of the story. (R.6.1.a, R.11.1.a, R.11.1.b)</p> <p>I can explain how taking part in painting a mural can build community. (R.6.1.a, R.11.1.a, R.11.1.b, Civics & Government 2)</p>
Language Objective	I can describe events using relevant details and vocabulary. (SL.3.1.a)
Vocabulary	<p>doodle: make quick sketches</p> <p>scurry: move along quickly</p> <p>gloom: darkness and sadness</p> <p>muralist: an artist who paints large pictures on walls</p> <p>loudest: brightest, in reference to color</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Maybe Something Beautiful</i>, F. Isabel Campoy and Theresa Howell ● United States map ● Rafael López Studio: Coasterra Mural (1:56) (https://www.youtube.com/watch?v=Uu1JRdVD1UM)

	<ul style="list-style-type: none"> projector and screen <p>On the whiteboard, write: Over the course of the book, how does the community change because of the muralist and Mira?</p>
<p>Opening 5 minutes</p>	<p><i>Today we will read Maybe Something Beautiful again. First, let's talk about what we know about the illustrator.</i></p> <p>Build background. <i>Rafael López and his wife Candice designed a mural project in San Diego [point to the map] so that their neighborhood would be a beautiful place to live. They invited everyone to participate—police officers, teachers, children and homeless people—in painting the walls of their neighborhood. With all of this help, they changed their neighborhood in San Diego to have brightness and color and joy.</i></p> <p><i>Now we will watch a short video of Rafael López and his team painting a big mural on a wall. This video has the action very sped up. Making a mural this large takes a lot of time and a lot of people. Look at all of the effort that goes into making a big mural!</i></p> <p>Show the short video. <i>What did you notice? What questions do you have?</i></p> <p>Set a purpose for reading. <i>Watching that video and learning about how Rafael López actually changed a community is so inspiring. Let's talk more about the illustrations in Maybe Something Beautiful. We'll use key illustrations and words to describe the important events that led to change in the community.</i></p>
<p>Text and Discussion 13 minutes</p> <p>pages 9-10</p>	<p><i>What do you notice? How does the illustrator show us that the muralist is special?</i></p> <p><i>What words look different on the page? Why do you think the illustrator and authors did that?</i></p>
<p>pages 13-14</p>	<p><i>What changes do you notice in this picture?</i></p>
<p>pages 17-18</p>	<p><i>How do the illustrations show the dancing and music in the neighborhood?</i></p>
<p>pages 25-26</p>	<p><i>What do you notice on these pages? How is the muralist's paintbrush like a magic wand?</i></p>

<p>Key Discussion 6 minutes</p>	<p>Think, Pair, Share. <i>Over the course of the book, how does the community change because of the muralist and Mira?</i></p>
<p>Closing 1 minute</p>	<p><i>Today when we read Maybe Something Beautiful, we considered how powerful murals can be to change a community, both by bringing people together and because of the size and impact of the art itself.</i></p>
<p>Standards</p>	<p>R.6.1.a Describe characters, settings, and major events in a story, including details about who, what, when, where, and how. R.11.1.a Use illustrations and words in a text to describe its characters, setting, or events. R.11.1.b Compare and contrast the experiences of characters in various texts. SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Civics & Government 2 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group time and Think, Pair, Share. Are children making connections between real mural making and the events of the book? How do children describe the change in the community that the murals make?</p>

Notes



Text Talk U1 W7 D2