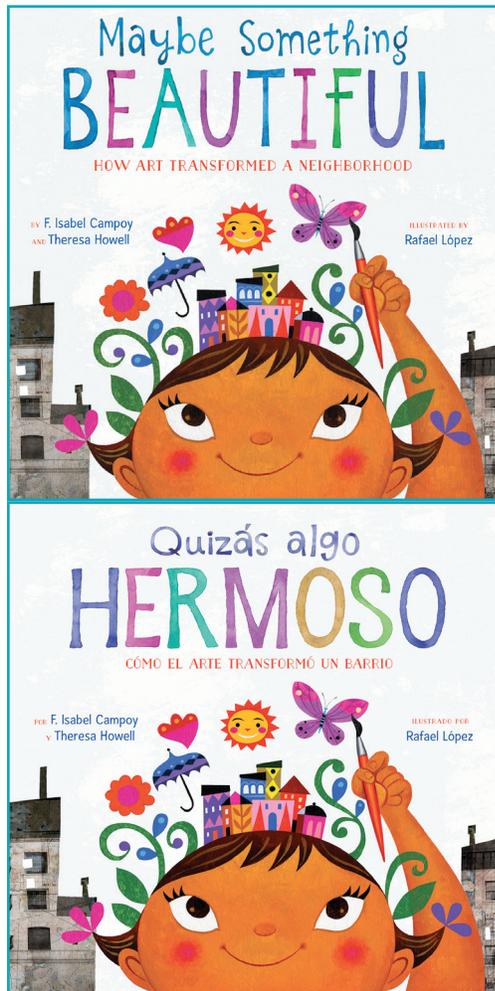


Maybe Something Beautiful

by F. Isabel Campoy and Theresa Howell

Illustrated by Rafael López



978-0-544-35769-3 • HC/ 978-1-328-90406-5 • HC

About *Maybe Something Beautiful*

What good can a splash of color do in a community of gray? As Mira and her neighbors discover, more than you might ever imagine! Based on the true story of the Urban Art Trail in San Diego, California, *Maybe Something Beautiful* reveals how art can inspire transformation—and how even the smallest artists can accomplish something big. Pick up a paintbrush and join the celebration!

About the Guide

The teacher guide has a simple, yet very effective instructional sequence. It is suggested that the teacher read and discuss each page with students. After orchestrating a classroom dialogue using questions provided, students are invited to “Think, Write, and Reflect” in their Response Journals.

After they have responded independently, students engage in a Table Talk with their peers to share their journal entries. Each page also includes a Collaborative Task. This task is designed to foster group engagement, innovation, and collaboration.

Introduce the Guide

Invite students to preview the illustrations on the cover and inside covers.

Read the authors’ and illustrator’s name and provide students with information about them.



F. Isabel Campoy loves to hide in the characters she invents. She has written more than a hundred books. Visit www.isabelcampoy.com to see her friends, family, and even her baby steps as an artist.



Theresa Howell is a children’s book author and editor. She loves words, stories, and art. Learn more about her at www.theresahowell.com.

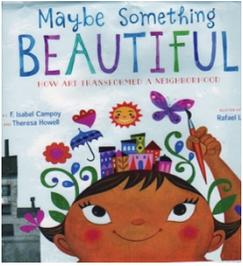
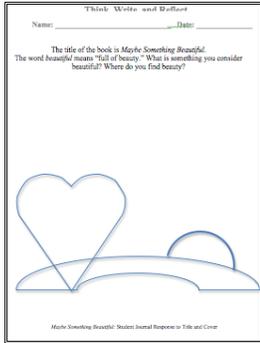


Rafael López is an award-winning artist who likes to change the world one painting at a time. And he is indeed doing it! www.rafaellopez.com.

SET A PURPOSE FOR READING

This book is about the transformative power of imagination, art, and collaboration. While reading, we will record our thoughts in our journals and discuss our ideas about what we read with our peers. This book conveys the power of art in our lives. We will begin by looking carefully at the illustrations. We will also focus on the characters, their actions, and interactions with one another.

BEFORE READING

	<p>Strategy: Illustrations as Context</p> <p>Observe the illustrations carefully. What do you notice? What do you think the book will be about? Describe in one or two sentences what you see or notice. Share your thoughts with your partner.</p>
<p>Response Journal</p> 	<p>Think, Write, and Reflect</p> <p>The title of the book is <i>Maybe Something Beautiful</i>. The word <i>beautiful</i> means “full of beauty.” What is something you consider beautiful? Where do you find beauty?</p> <p>Table Talk</p> <p>Share your journal response with peers. Be sure to take turns so that everyone in the group has a chance to share. Ask questions as needed and make comments that contribute to the discussion and link to the remarks of others.</p>

Pages 2-3



Key Ideas and Details

Why was Mira’s room full of color?
 Why was her heart full of joy?
 What in the text acts as evidence that Mira was creative and inspired?

Craft and Structure

What does “in the heart of a gray city” mean?

Integration of Knowledge

What can you tell about Mira and the place where she lived by looking at the illustrations on pages 2–3?
 Compare and contrast the illustration that shows the inside of Mira’s room to the rest of the city.

Response Journal

Think, Write, and Reflect

Name: _____ Date: _____

Do you ever think to yourself? What are things that you wonder about?
 Finish this thought: Hmm . . . maybe . . .

Hmm . . . maybe . . .

“In the heart of the city”
 What does the word *heart* mean in this phrase?
 Why do you think the authors used the word *heart* in this phrase?

Make Something Beautiful! Student Journal Response to pages 2-3

Think, Write, and Reflect

Do you ever think to yourself? What are things that you wonder about?
 Response Journal: Finish this thought: Hmmm . . . maybe . . .

Shades of meaning: What other words can be used instead of *heart* in “the heart of the city”? Why do you think the authors used the word *heart*?

Table Talk

Share your journal response with peers. Be sure to take turns so that everyone in the group has a chance to share. Ask questions as needed and make comments that contribute to the discussion and link to the remarks of others.

Collaborative Task

Show you know . . .

In table groups, construct a chart to explain the relationship between a drawing, an abstract concept, and a symbol that can represent it.

Drawing	Word	What it may symbolize or represent
	flower	friendship, beauty
	sun	happiness,

Pages 4-5



Key Ideas and Detail

How is Mira able to give to others?
 What do Mira’s actions tell about her character?

Craft and Structure

What words do the authors use to describe Mr. Henry?
 What words do the authors use to describe Ms. López?

Integration of Knowledge

Explain the interaction between Mira and both Mr. Henry and Ms. López.
 What do you think Mr. Henry is thinking as he looks at Mira’s apple?
 How does the way the illustrator uses color on this page contribute to the meaning of the words on this page?

Response Journal

Think, Write, and Reflect

Name: _____ Date: _____

Use **appositives** to describe people you know.
 An **appositive** is a noun or a noun phrase that identifies, describes or renames another noun. Think of people you know and describe them using an appositive.

Noun	Another way to describe, identify or rename it.
Don Paco,	an old man that everyone loves

Make Something Beautiful! Student Journal Response to pages 4-5

Think, Write, and Reflect: Use appositives to describe people you know.

An *appositive* is a noun or a noun phrase that identifies, describes, or renames another noun. Think of people you know and describe them using an appositive.

Noun	Another way to describe, identify or rename it.
Don Paco,	an old man everyone loves
My mom	who is so smart

Table Talk

Share your journal response with peers. Be sure to take turns so that everyone in the group has a chance to share. Ask questions as needed and make comments that contribute to the discussion and link to the remarks of others.

Collaborative Task

Show you know . . .

In table groups, construct a chart to explain the relationship between a drawing and a concept or symbol.

Drawing	What it may symbolize or represent
Bird	
Daisy	
Puppy	
Crown	
Moon	
Apple	

Pages 6-7



Key Ideas and Detail

What effect do Mira's actions have on Mr. Sax and the policeman?

Craft and Structure

What connections can you make between the illustrations and words the author uses to describe the setting?

What made the city less gray?

What does the word *gray* mean?

What are some other meanings of the word *gray*?

Integration of Knowledge

Use the illustrations on page 6 to describe how you think Mr. Sax and the policeman feel or think when they receive Mira's drawing.

Response Journal

Think, Write, and Reflect

Name: _____ Date: _____

Create a picture to give away

Think of someone special in your life, and create a colorful picture to give to **Goop**. Write them a note to let them know how much you care and appreciate them.

Maybe Something Beautiful: Student Journal Response to pages 6-7

Think, Write, and Reflect: Art as a form of expression and as a connection to others

Think of someone special in your life, and create a colorful picture to give to them. Write them a note to let them know how much you care and appreciate them.

Table Talk

Share your journal response with peers. Be sure to take turns so that everyone in the group has a chance to share. Ask questions as needed and make comments that contribute to the discussion and link to the remarks of others.

Collaborative Task

Pantomime: Role play

In groups of 4 or 5, use mime to dramatize page 6.

Pick someone to play the role of Mira, who gives a drawing to passersby. Other students can play the role of the characters receiving the drawing, and act out (mime) the effect Mira's actions have on them.

Students in the audience pair-share to discuss the characters' interactions. Teacher orchestrates a class discussion after each performance.

Pages 8-9



Key Ideas and Detail

What do you think will happen next by looking at the illustrations? Who do you think the man is? What do you think he is thinking?

Craft and Structure

The authors think the painter has a bouquet of brushes in his pocket. What does a “bouquet of paintbrushes” mean?

Integration of Knowledge

How does the illustration on pages 8–9 help convey the relationship between Mira and the man? How are Mira and the man alike? How are they different?

Response Journal

Think, Write, and Illustrate

Name: _____ Date: _____

A metaphor compares two unrelated objects or things, as having something similar or something in common, without using like or as.

Illustrate metaphors with bouquet

A bouquet of words

A bouquet of pencils

A bouquet of ideas

Now create and illustrate your own metaphors:

A wall of _____

A sea of _____

A cloud of _____

Maybe Something Beautiful Student Journal Response to pages 8-9

Think, Write, and Reflect: Create and illustrate metaphors with bouquet.

A *metaphor* compares two unrelated objects or things, as having something similar or something in common, without using like or as.

- A bouquet of words A wall of _____
- A bouquet of pencils A sea of _____
- A bouquet of ideas A cloud of _____

Table Talk

Share your journal response with peers. Be sure to take turns so that everyone in the group has a chance to share. Ask questions as needed and make comments that contribute to the discussion and link to the remarks of others.

Collaborative Task

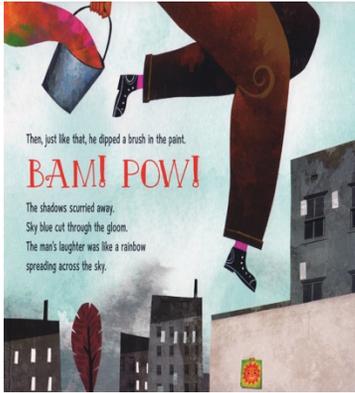
Shades of meaning

Find the words in the text the author used to convey “to look at” (saw, stared, looked, peered, see).

Find two or three words that mean almost the same as the following words:

- Reply
- Hold

Pages 10-11



Key Ideas and Detail

What caused the shadow to scurry?
What cut through the gloom?
What was like a rainbow?

Craft and Structure

Interjections are words that show strong emotion.
What do the words "BAM!" and "POW" allude to?

Integration of Knowledge

Find evidence in the text to support the opinion that the man is battling gloom.
How is he doing so?

Response Journal

Think, Write, and Draw

Name: _____ Date: _____

The Power of Creativity
The man battles gloom with color and paint. He does something creative that brings him joy and entertainment to himself and others. What are things that you do to battle gloomy feelings or boredom? What are things that you can do that bring joy to you and others? Illustrate and explain.

Magic Something Beautiful! Student Journal Response to pages 10-11

Think, Write, and Reflect: The Power of Creativity

The man battles gloom with color and paint. He does something creative, which brings joy and entertainment to himself and others. What are things that you do to battle gloomy feelings or boredom? What are things that you can do that bring joy to you and others? Illustrate and write to explain.

Table Talk

Share your journal response with peers. Be sure to take turns so that everyone in the group has a chance to share. Ask questions as needed and make comments that contribute to the discussion and link to the remarks of others.

Collaborative Task

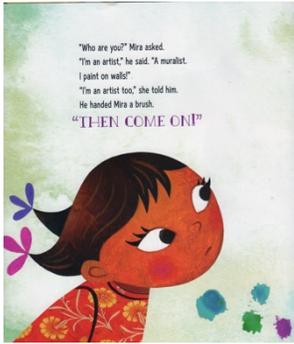
Create Similes

A *simile* is when you compare one thing to another using the words *like* or *as*. Usually the comparison is a quality that relates or is associated from one object to another. For example, "Mira's smile was like a bright sun in the neighborhood."

The ____ was like a ____.

The ____ is as ____ as a ____.

Pages 12-13



Key Ideas and Detail

How does the man describe himself?
 How does Mira describe herself?
 Why did the man hand Mira a brush?

Craft and Structure

What does the word *muralist* mean?
 What do you think the man meant when he stated, "Then come on!"?

Integration of Knowledge

Use the illustration of Mira on page 12. What do you think Mira is thinking?
 Do you think Mira should go with the man? Explain why or why not.

Response Journal

Think, Write, and Reflect

Name: _____ Date: _____

★ How would you describe yourself?

I am a _____ I love _____

I feel great when _____

I like to _____ and _____

My favorite _____ is _____

I like to think about _____

and _____

I am _____ but I am not very _____

I would like to become a _____

because _____

Maybe Something Beautiful® Student Journal Response to pages 12-13

Think, Write, and Reflect: How would you describe yourself?

I am an artist. I love art. I am a _____. I love _____.
 I feel great when _____. I like to _____ and _____.
 My favorite _____ is _____. I like to think about
 _____ and _____. I am _____ but I am not very _____.
 I would like to become _____.

Table Talk

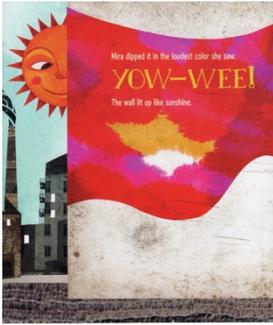
Share your journal response with peers. Be sure to take turns so that everyone in the group has a chance to share. Ask questions as needed and make comments that contribute to the discussion and link to the remarks of others.

Collaborative Task

Write a summary of the story up to page 13.
 Use question words to guide you:

Who	
Did What	
Where	
When	
So	

Pages 14-15



Key Ideas and Detail

Why do you think Mira decided to paint the wall?

Craft and Structure

What word did the author use to describe the color that Mira used?
 What words did the author use to convey Mira’s feelings or emotions?
 What effect did the color have on the wall?

Integration of Knowledge

What ideas do you think the authors are conveying about art and color?

Response Journal

Think, Write, and Reflect

Name: _____ Date: _____

If you were Mira, what color would you pick to paint the wall?
 Why? How would you describe the color?

I would choose _____ because _____
 _____ is the color of _____.

Other things in this same color are _____,
 _____, and _____.

I think the color _____ is _____.

Create a design or an illustration using just the color you picked.

Make Something Beautiful! Student Journal Response to pages 14-15

Think, Write, and Reflect

If you were Mira, what color would you have picked to paint the wall?
 Why? Create a design or illustration using only the color you picked.

_____ is the color of _____.
 I would choose _____ because _____.
 Other things in this same color are: _____, _____, _____ and _____.

Table Talk

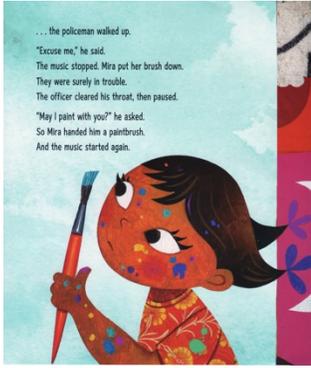
Share your journal response with peers. Be sure to take turns so that everyone in the group has a chance to share. Ask questions as needed and make comments that contribute to the discussion and link to the remarks of others.

Collaborative Task

**Design a chart to list all the color names you know.
 Classify using the primary and secondary colors as categories.**

Blue	Red	Yellow	Green	Orange	Purple

Pages 20-21



Key Ideas and Detail

Why did the music stop?
Why did Mira put the brush down?
Why did people think they were in trouble?
What did the policeman want?

Craft and Structure

What words or phrases did the policeman use when calling for Mira's attention?

Integration of Knowledge

What effect did the author's words have on you? What thoughts come to mind when you look at the illustration on page 20? Explain why. Why did the officer clear his throat and pause before talking?

Response Journal

Think, Write, and Reflect

Name: _____ Date: _____

The music stopped and started again

Think of a time when you thought you were in trouble or when things seemed as if they were not going to work out. How did you feel? What did you think? What did you do? What happened?

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Make Something Beautiful! Student Journal Response to pages 20-21

Think, Write, and Reflect: The music stopped and started again.

Think of a time when you thought you were in trouble or when things seemed as if they were not going to work out. How did you feel? What did you think? What did you do? What happened?

Table Talk

Share your journal response with peers. Be sure to take turns so that everyone in the group has a chance to share. Ask clarifying questions as needed and make comments that contribute to the discussion and link to the remarks of others.

Collaborative Task

There are many ways in which we can show that we value and respect each other. Politeness means showing respect. We can use polite words and phrases to show kindness and respect. Create a poster listing the polite greetings, words, or phrases you know and use.

The Language of Kindness and Respect

Pages 22-23



Key Ideas and Detail

What are Mira and the man doing?
What are the people doing?
What information or details do the illustrations show that words in the text do not convey?

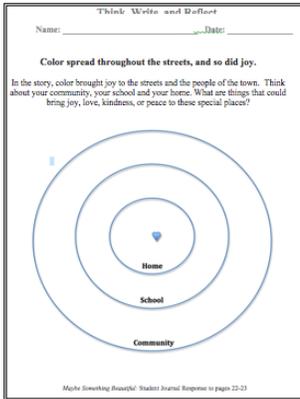
Craft and Structure

What does the phrase *jumped in* mean?
What does the word *joy* mean?
What other words have a similar meaning to *joy*?

Integration of Knowledge

The narrator claims that color spread throughout the streets and so did joy. Do you agree or disagree with the narrator’s point of view? Explain why.

Response Journal



Think, Write, and Reflect: Color spread throughout the streets, and so did joy.

In the story, color brought joy to the streets and the people of the town. Think about your community, your school, and your home. What are things that could bring joy, love, kindness, or peace to these special places?

Table Talk

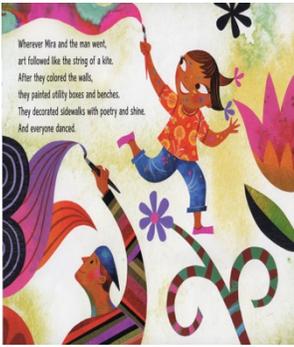
Share your journal response with peers. Be sure to take turns so that everyone in the group has a chance to share. Ask questions as needed and make comments that contribute to the discussion and link to the remarks of others.

Collaborative Task

List the things you can do to make your environment more pleasing.

Our ideas	Why we think it would make our environment more pleasing

Pages 24-25



Key Ideas and Detail

What followed Mira and the man like the string of a kite?
What else did they paint?
How did they decorate the sidewalks?
How were people impacted or affected? (p.25)

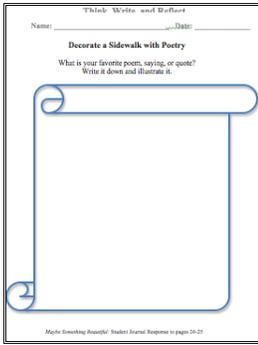
Craft and Structure

Find evidence in the text that shows how everyone felt.

Integration of Knowledge

What details in the illustrations match what the text says?

Response Journal



Think, Write, and Reflect: Decorate a sidewalk with poetry.

What is your favorite poem, saying, or quote?
Write it down and illustrate it.

Table Talk

Share your journal response with peers. Be sure to take turns so that everyone in the group has a chance to share. Ask questions as needed and make comments that contribute to the discussion and link to the remarks of others.

Collaborative Task

Create Something Beautiful Together: Design a mural.

Use a large piece of paper and design a mural.
Think about the theme or topic you want the mural to be about.
Think about symbols and images you can include.
Discuss what message you want your mural to convey.

Pages 26-27



Key Ideas and Detail

What words does the man use to address everyone?
Why did everyone sit down?
Why did the man's eyes sparkle?

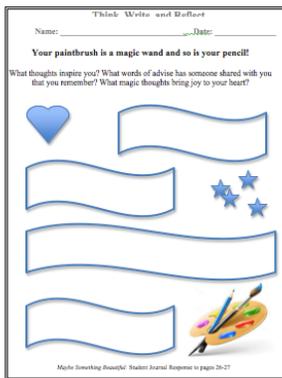
Craft and Structure

How do the authors describe the people's clothes?
What does the word *splattered* mean?
What does the man compare a paintbrush to?

Integration of Knowledge

The man tells everyone that they are artists.
Do you agree? Why or why not?

Response Journal



Think, Write, and Reflect: Your paintbrush is a magic wand and so is your pencil!

What thoughts inspire you? What words of advice has someone shared with you that you remember? What thoughts bring joy to your heart?

Table Talk

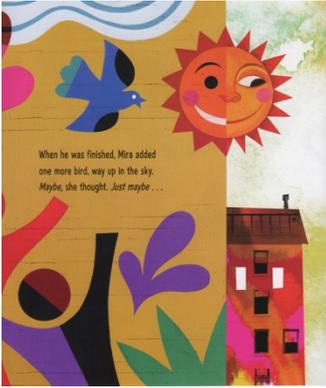
Share your journal response with peers. Be sure to take turns so that everyone in the group has a chance to share. Ask questions as needed and make comments that contribute to the discussion and link to the remarks of others.

Collaborative Task

The world is your canvas! Imagine something beautiful for the world.

Mira and the muralist realized that their neighborhood needed more color and happiness. They worked together to accomplish their goal. Use a newspaper or recall recent news relating to a condition, situation, or problem that exists in the world. As a group, conduct research to find out more information. Create a poster, a brochure, or informational flyer that tells people about the situation and gives ideas about what parents can do, what schools can do, and what students can do.

Pages 28-29



Key Ideas and Detail

What did Mira do when the man finished painting?
 What type of bird did Mira draw?
 Why do you think Mira chose to draw a dove?

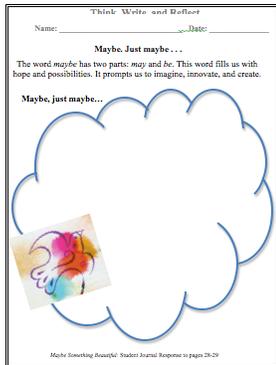
Craft and Structure

A dove is a universal symbol for peace.
 What other ideas can a bird or dove symbolize or represent?

Integration of Knowledge

What do you think Mira thought next?

Response Journal



Think, Write, and Reflect: Maybe. Just maybe . . .

The word *maybe* has two parts: *may* and *be*. This word fills us with hope and possibilities. It prompts us to imagine, innovate, and create. Finish this thought: maybe, just maybe . . .

Table Talk

Share your journal response with peers. Be sure to take turns so that everyone in the group has a chance to share. Ask questions as needed and make comments that contribute to the discussion and link to the remarks of others.

Collaborative Task

Create a list of things you can do to improve your community.

What needs to be improved?	How can it be improved?

INFORMATIVE TEXT: A Note from the Authors

<p>Pages 30-31</p> <p>Read and Annotate Text</p> <p>Each question number matches the paragraph.</p> <p>Annotate text:</p> <ul style="list-style-type: none"> - Star a key idea - Underline details - Enumerate answers - Circle signal words - Mark words you do not know <p>Use margins to take notes, ask questions, or note your thoughts as you read and discuss text with peers.</p>	<p>Key Ideas and Detail</p> <ol style="list-style-type: none"> 1. Who transformed the neighborhood into a place of beauty? 2. How did Rafael and Candice López bring people in the community together? 3. What different types of improvements took place? 4. What happened as a result of their initial effort? 5. Why have Rafael and Candice been invited to other communities? 6. How does the creative process change our hearts, minds, and community? <p>Craft and Structure</p> <ol style="list-style-type: none"> 1. Notice the connector words: <i>at one time</i>, <i>instead</i>, and <i>but one day</i>. What type of text structure does each signal? 2. What does <i>common goal</i> mean? What was the common goal? 3. What words in this paragraph signal the sequence of events? 4. List the impact the project had on the neighborhood. 5. What does the word <i>commissioned</i> mean? 6. The authors describe Candice and Rafael López as quiet leaders. How would you describe Candice and Rafael López? <p>Integration of Knowledge</p> <p>Does this book, its illustrations, and the information it conveys inspire you to think and take action to transform your community? How?</p> <p>Research information online about the Urban Art Trail: www.artprojectfoundation.com/urban-art-trail/index.html</p>																
<p>Response: Note taking</p>	<p>Summarize information from text</p> <table border="1" data-bbox="646 1062 1214 1377"> <tr><td>Title</td><td></td></tr> <tr><td>Who</td><td></td></tr> <tr><td>Did What</td><td></td></tr> <tr><td>Where</td><td></td></tr> <tr><td>When</td><td></td></tr> <tr><td>Why</td><td></td></tr> <tr><td>How</td><td></td></tr> <tr><td>Outcome</td><td></td></tr> </table>	Title		Who		Did What		Where		When		Why		How		Outcome	
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<p>Collaborative Task</p>	<p>Outline a Community Project</p> <p>Think of an improvement project or service project for your community. Outline a draft proposal. Use the chart below as a guide.</p> <table border="1" data-bbox="574 1587 1450 1986"> <thead> <tr> <th>What do you want to do</th> <th>Ideas/Notes</th> </tr> </thead> <tbody> <tr> <td>Why is this a good idea?</td> <td></td> </tr> <tr> <td>Who will participate?</td> <td></td> </tr> <tr> <td>How will you get people to participate?</td> <td></td> </tr> <tr> <td>What materials will be needed?</td> <td></td> </tr> <tr> <td>How will you get the materials?</td> <td></td> </tr> <tr> <td>When would you start?</td> <td></td> </tr> <tr> <td>When would you end?</td> <td></td> </tr> </tbody> </table>	What do you want to do	Ideas/Notes	Why is this a good idea?		Who will participate?		How will you get people to participate?		What materials will be needed?		How will you get the materials?		When would you start?		When would you end?	
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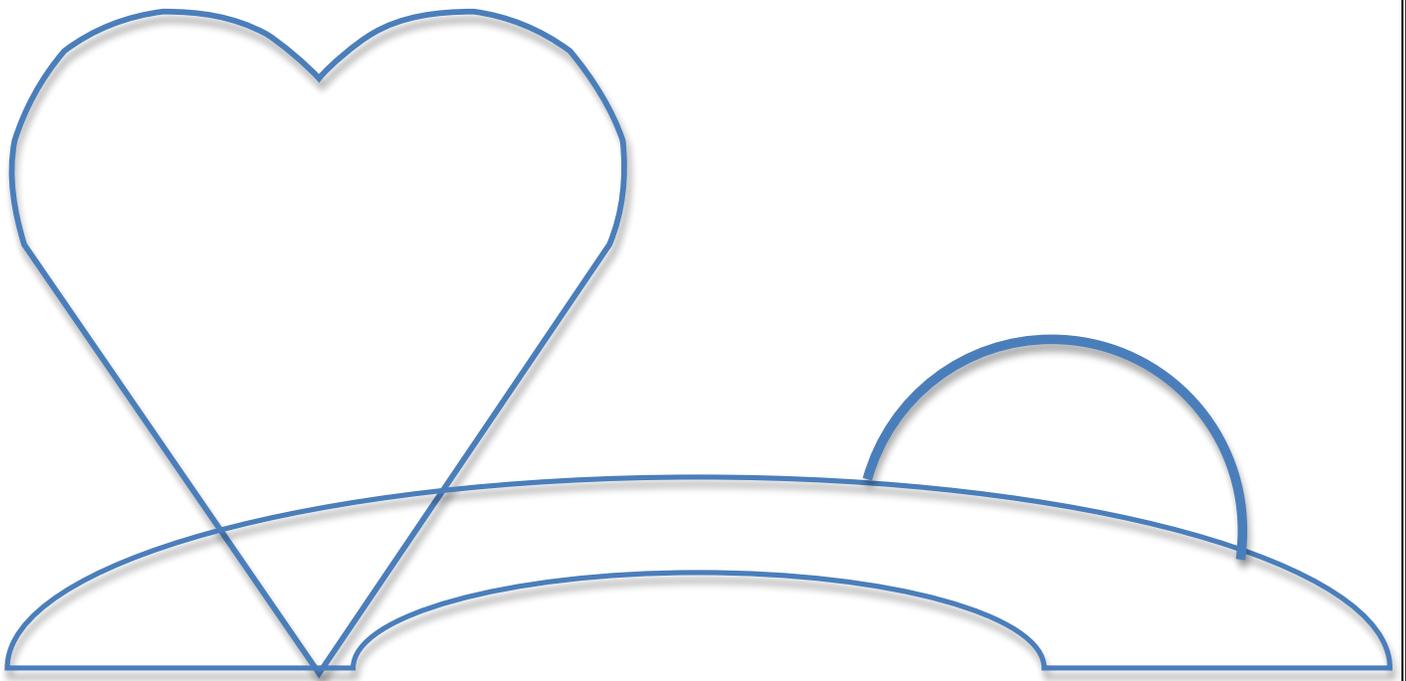
A Note from the Authors

1. *Maybe Something Beautiful* is based on a true story. At one time, the colorful East Village near downtown San Diego, California, did not have murals on the walls, nor quotes from Gandhi, Martin Luther King, and César Chávez written on the sidewalks. Benches were not the works of art you can see now, and people living in the area were not part of the vibrant community that they are today. Instead, the streets were gray and drab. But one day, a husband-wife-team—he an artist, she a graphic designer and community leader—moved in and transformed their neighborhood into a place of beauty.
2. Rafael and Candice López designed a plan to bring people together to create art so that their neighborhood could become a better place for all to live. They held meetings in their home to share their idea. Everyone was invited—police officers, graffiti artists, teachers, single parents, children, homeless people, and more. With the help of many, the Urban Art Trail was born, and volunteers of all ages, races, and walks of life committed themselves to a common goal: reviving their community through art.
3. First came murals entitled *The Joy of Urban Living* and *The Strength of Women*. Then the community painted utility boxes and benches bright colors. They crafted mosaics around the trees along the streets. Rafael and Candice had noticed that in their neighborhood, people often looked down at the ground as they walked, so they painted poems in calligraphy on the sidewalks. Little by little, the entire neighborhood became a work of art—and an inspiration to those who lived there.
4. The impact of art in the neighborhood grew. Some of the painted benches were auctioned off, and the money provided classes and scholarships for students who had an interest in art. Visitors came to admire; donations big and small came in. And what had once seemed to be an impossible dream became a trademark of San Diego's East Village.
5. The movement prompted by the Urban Art Trail spread far and wide. Communities throughout the United States and as far away as Canada and Australia have commissioned Rafael to bring murals into their neighborhoods, and everyone joins the creative process.
6. *Maybe Something Beautiful*, illustrated by the muralist who inspired it, was written in honor of Rafael and Candice López and all the quiet leaders in our neighborhoods. It is an invitation to transform not only the walls and streets of our cities but also the minds and hearts of communities.

Think, Write, and Reflect

Name: _____ Date: _____

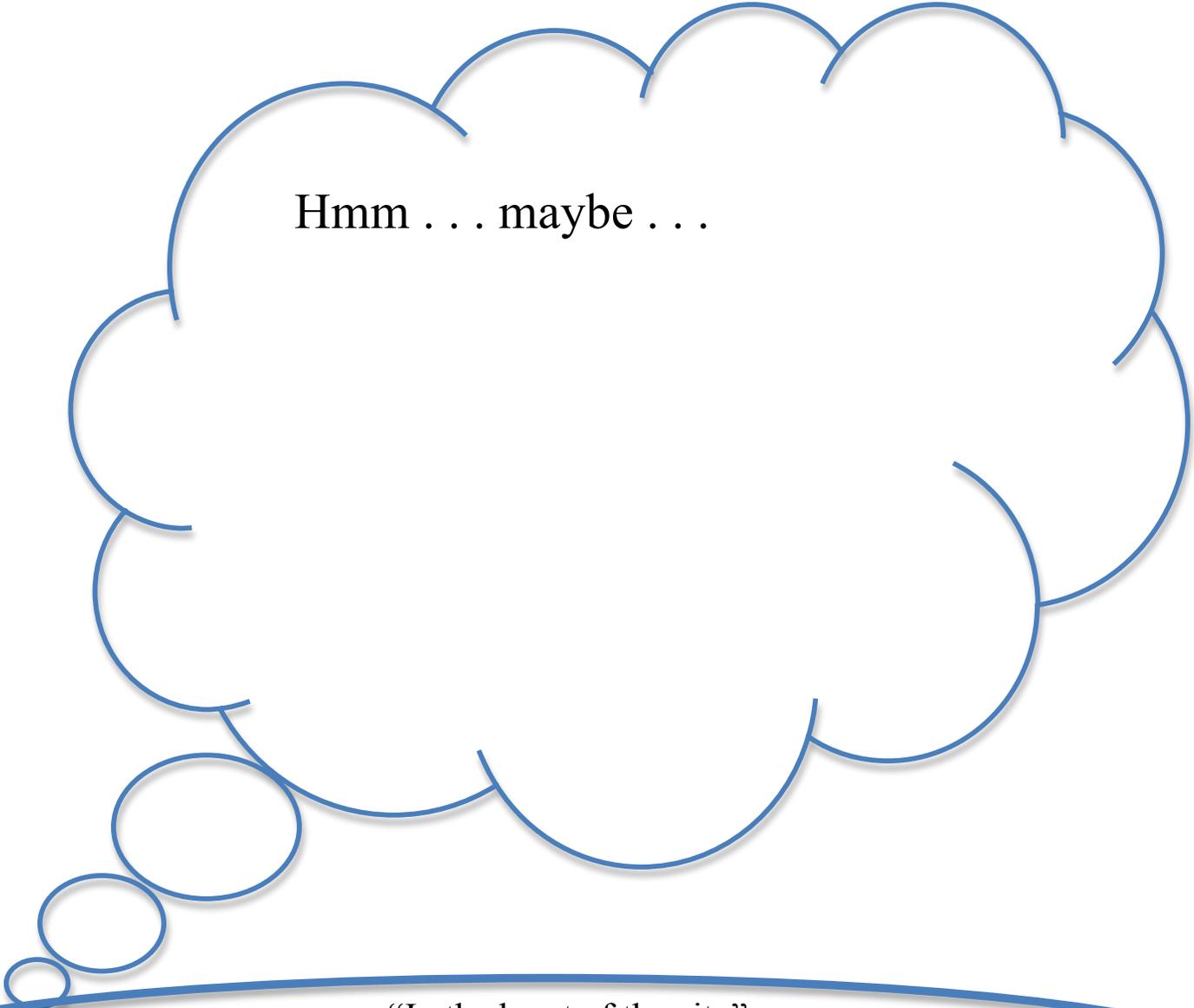
The title of the book is *Maybe Something Beautiful*.
The word *beautiful* means “full of beauty.” What is something you consider beautiful? Where do you find beauty?



Think, Write, and Reflect

Name: _____ Date: _____

Do you ever think to yourself? What are things that you wonder about?
Finish this thought: Hmm . . . maybe . . .



Hmm . . . maybe . . .

“In the heart of the city”

What does the word *heart* mean in this phrase?
Why do you think the authors used the word *heart* in this phrase?

Think, Write, and Reflect

Name: _____ Date: _____

Use appositives to describe people you know

An *appositive* is a noun or a noun phrase that identifies, describes or renames another noun. Think of people you know and describe them using an appositive.

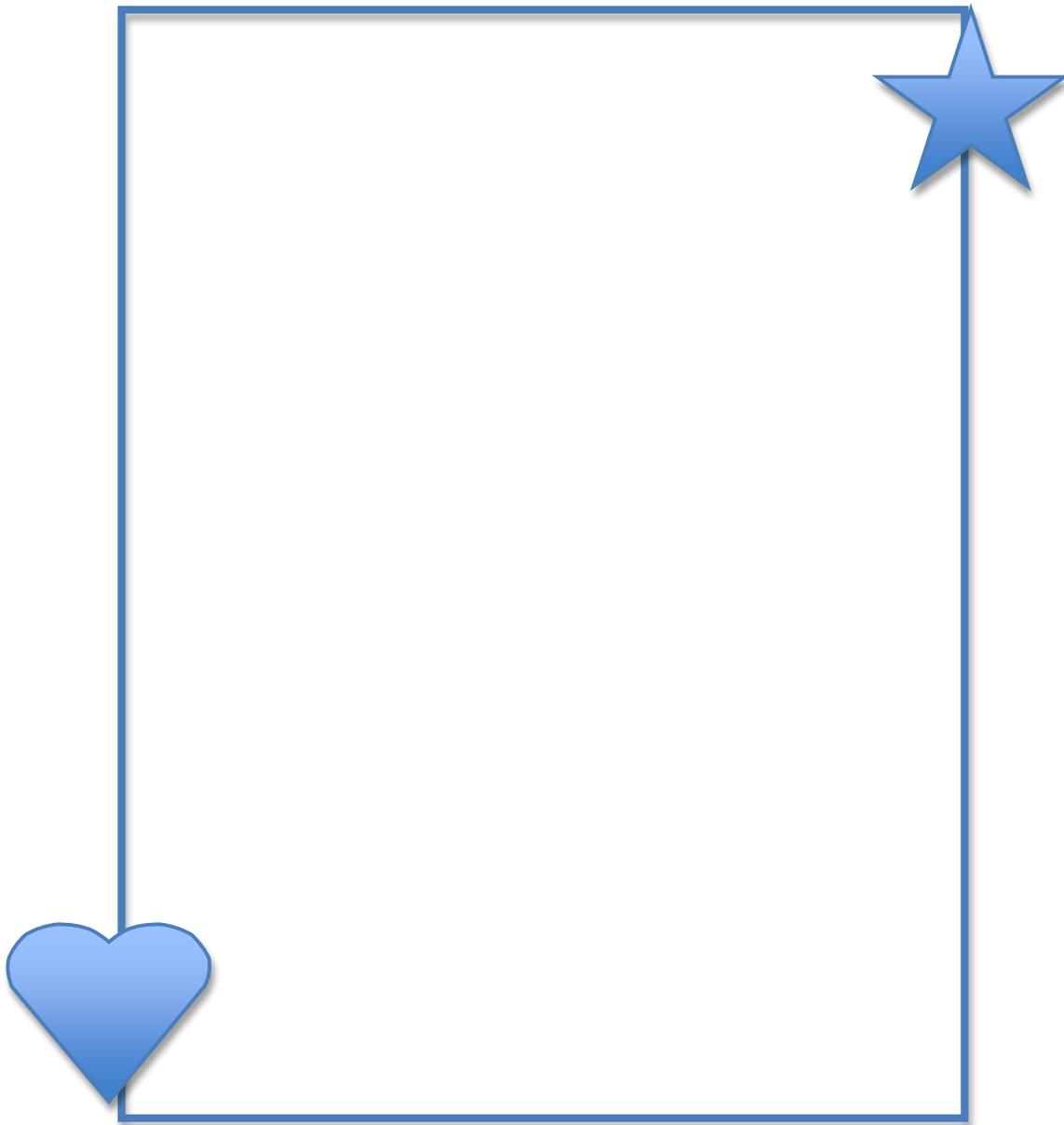
Noun	Another way to describe, identify or rename it.
Don Paco,	an old man that everyone loves

Think, Write, and Reflect

Name: _____ Date: _____

Create a picture to give away

Think of someone special in your life, and create a colorful picture to give to them. Write them a note to let them know how much you care and appreciate them.



Think, Write, and Reflect

Name: _____ Date: _____

A *metaphor* compares two unrelated objects or things, as having something similar or something in common, without using like or as.

Illustrate metaphors with *bouquet*

A bouquet of words

A bouquet of pencils

A bouquet of ideas

Now create and illustrate your own metaphors:

A wall of _____

A sea of _____

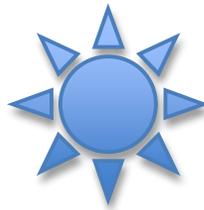
A cloud of _____

Think, Write, and Reflect

Name: _____ Date: _____

The Power of Creativity

The man battles gloom with color and paint. He does something creative that brings him joy and entertainment to himself and others. What are things that you do to battle gloomy feelings or boredom? What are things that you can do that bring joy to you and others? Illustrate and explain.



Think, Write, and Reflect

Name: _____ Date: _____



How would you describe yourself?

I am a _____ I love _____.

I feel great when _____.

I like to _____ and _____.

My favorite _____ is _____.

I like to think about _____

and _____.

I am _____ but I am not very _____.

I would like to become a _____

because _____.

Think, Write, and Reflect

Name: _____ Date: _____

**If you were Mira, what color would you pick to paint the wall?
Why? How would you describe the color?**

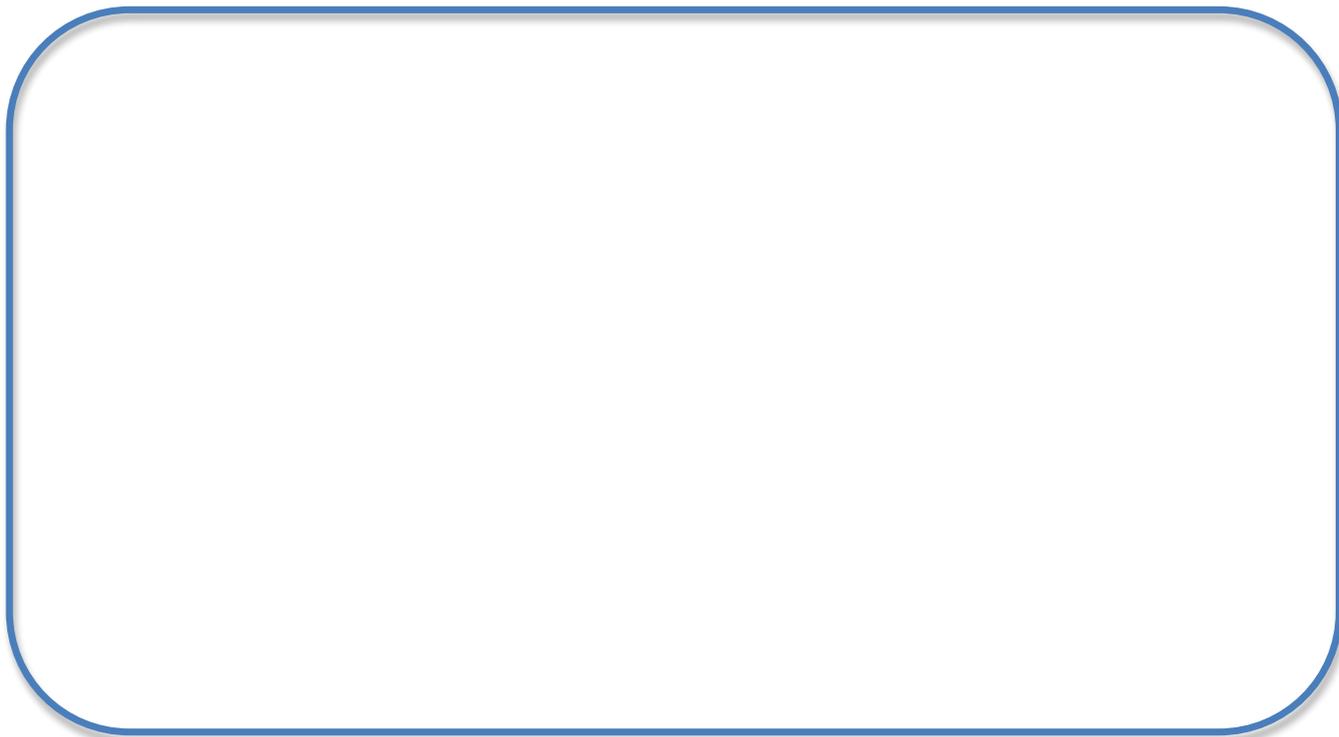
I would choose _____ because _____.

_____ is the color of _____.

Other things in this same color are _____,
_____, _____, and _____.

I think the color _____ is _____.

Create a design or an illustration using just the color you picked.

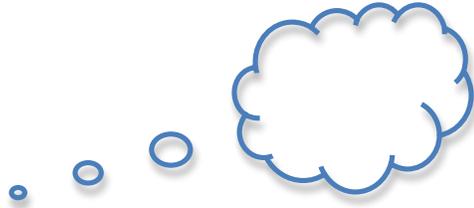


Think, Write, and Reflect

Name: _____ Date: _____

Joining In

Think of a time someone asked if they could join you, or a time when you asked someone if you could join them. What was the activity? When and where did this event take place? What do you remember most?



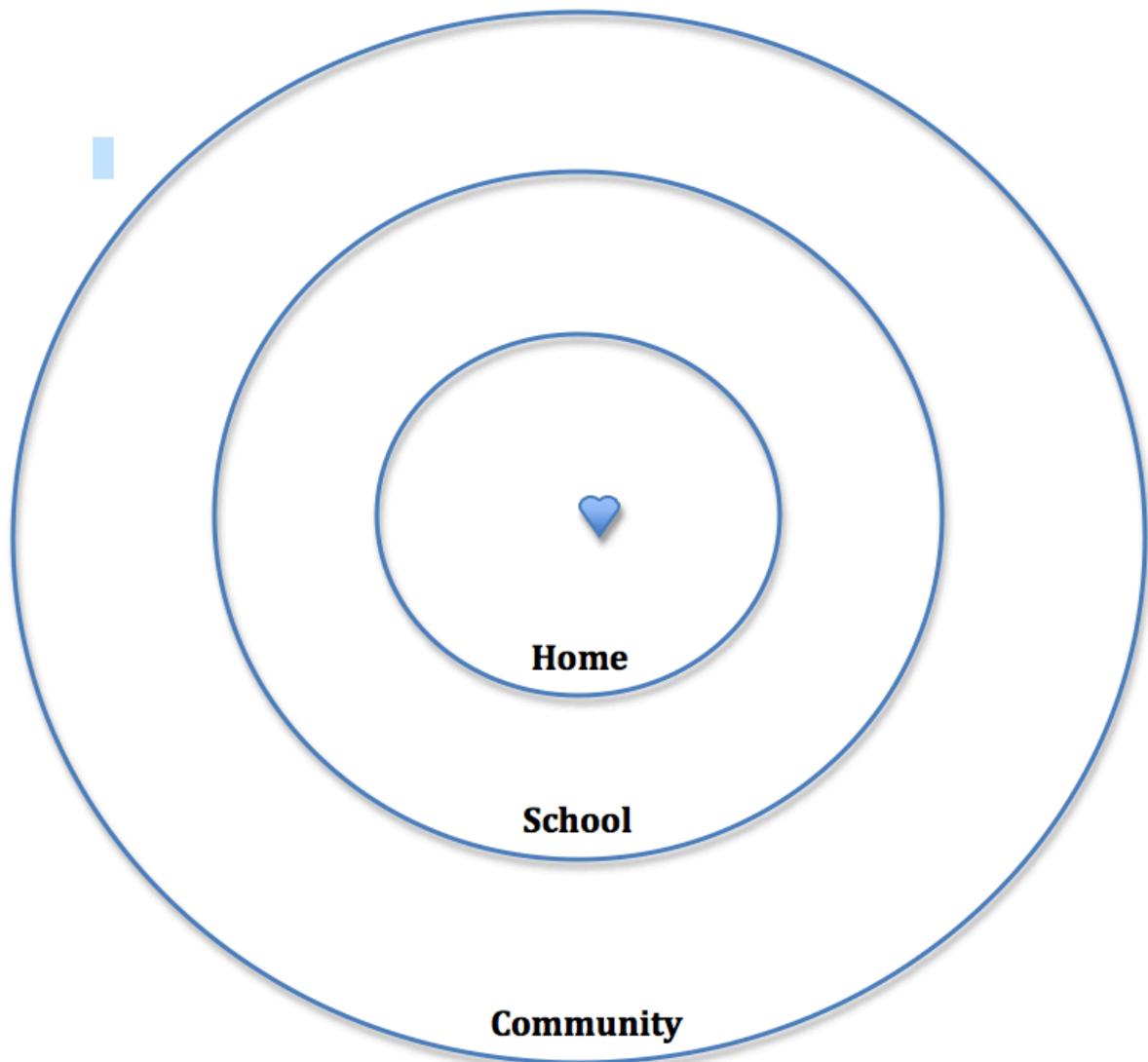


Think, Write, and Reflect

Name: _____ Date: _____

Color spread throughout the streets, and so did joy.

In the story, color brought joy to the streets and the people of the town. Think about your community, your school and your home. What are things that could bring joy, love, kindness, or peace to these special places?



Think, Write, and Reflect

Name: _____ Date: _____

Decorate a Sidewalk with Poetry

What is your favorite poem, saying, or quote?
Write it down and illustrate it.

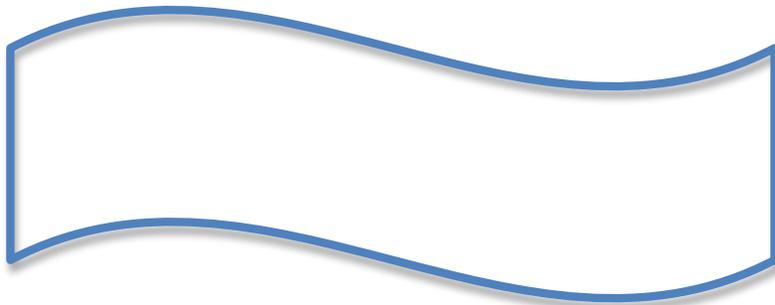
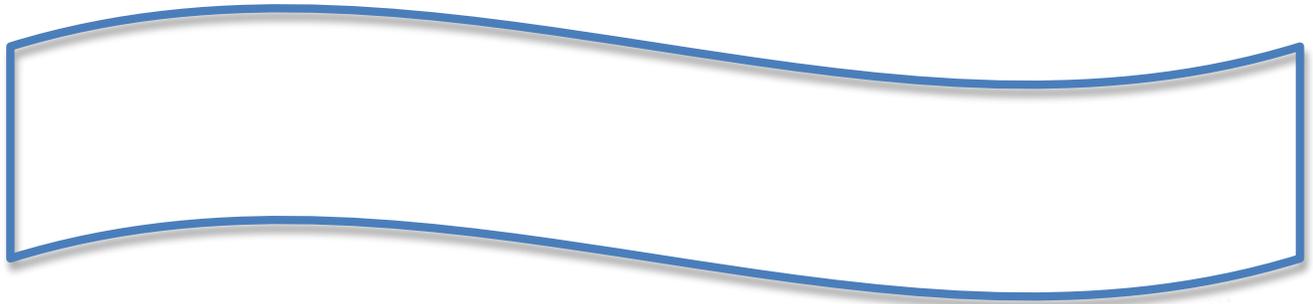
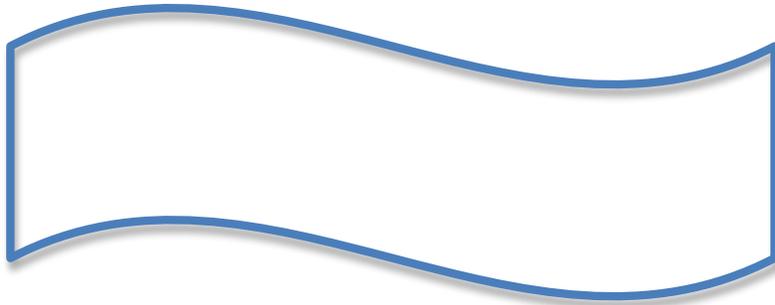
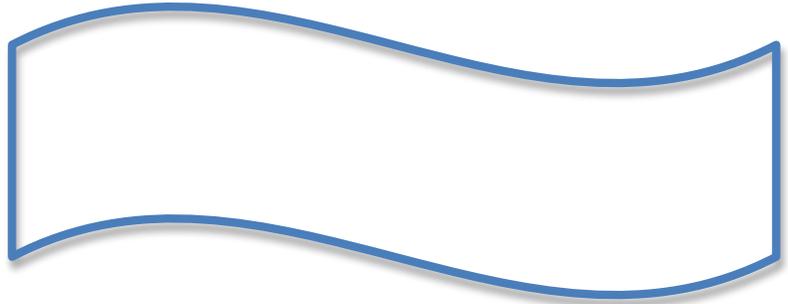
A large, blue-outlined rectangular frame with decorative scrollwork at the top-left and bottom-left corners. The frame is intended for students to write and illustrate their favorite poem, saying, or quote.

Think, Write, and Reflect

Name: _____ Date: _____

Your paintbrush is a magic wand and so is your pencil!

What thoughts inspire you? What words of advise has someone shared with you that you remember? What magic thoughts bring joy to your heart?



Think, Write, and Reflect

Name: _____ Date: _____

Maybe. Just maybe . . .

The word *maybe* has two parts: *may* and *be*. This word fills us with hope and possibilities. It prompts us to imagine, innovate, and create.

Maybe, just maybe...

