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Creativity

TASK CARDS

Grades: 2-3

Maybe Something Beautiful

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REimagining and Accelerating
Literacy through Arts Integration

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ABOUT

The **RE**imagining and **A**ccelerating **L**iteracy through **A**rts **I**ntegration (REALAI) grant supports the literacy achievement of 3,200 students and 170 teachers, media specialists, and literacy coaches across six schools in Georgia and South Carolina.

In addition to professional learning for educators, this project contributes significantly to school library collections through the purchase of developmentally appropriate and culturally relevant books.

This grant also includes parent events to provide families with access to books and other content about how to support their child's reading development.

These materials and the accompanying book, *Maybe Something Beautiful*, are made possible through the **United States Department of Education** and **ArtsNOW Learning**.



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Based on a true story, *Maybe Something Beautiful* reveals how art can inspire transformation, and that even the smallest artist can accomplish something big.

2-3
**MAYBE
SOMETHING
BEAUTIFUL**
**VISUAL
ARTS**

Supplies Needed

Maybe Something Beautiful book

**I CAN
explain the
relationship
between colors
and feelings.**

Vocabulary

Feelings - an emotion that you feel

Compare - describing how things are alike

Contrast - describing how things are different

Mural - a painting or another artwork applied directly to a wall

Intensity - the brightness of a color

Instructions

- 1 Read the story. Explain to your child that artwork often evokes emotions or **feelings**. Talk to your child about the colors they saw in the story. In the beginning, the illustrator chose black, white, and grey. Then, the illustrator started to introduce colors.
- 2 Focus on the first two pages of the story. Remind your child that artwork painted on a wall is called a **mural**. Ask your child what colors they see in the murals in this book. Encourage sharing specific details (i.e. The tall building is black and grey). How do the colors make your child feel?
- 3 Now, explain that artists often talk about the **intensity** of colors to describe how bright colors are. Ask how those intense colors make your child feel.
- 4 **Compare** and **contrast** the colors of the beginning and the end of the story. How are they similar or different?
- 5 Discuss how the main character affects the colors of the story from beginning to end. How did adding colorful murals to buildings affect the community?
- 6 Ask your child how we can have a positive effect on our community.

Extensions

Visit a local mural and point out the colors. Discuss how the colors make your child feel.

2-3
**MAYBE
SOMETHING
BEAUTIFUL**
THEATRE

Actors use their body to communicate ideas. Let's use pantomime to share story elements!

Supplies Needed

- *Maybe Something Beautiful* book
- Colorful and non-colorful household items (ex: colorful towel, t-shirt, etc.)

**I CAN
use my body to
demonstrate
story elements.**

Vocabulary

Pantomime - show or represent without using sound

Story Elements:

- **Character** - a person or thing in the story
- **Setting** - a place where a story takes place
- **Plot** - the main events of a story

Scan the QR code to
watch a video about
pantomime



Instructions

- 1 Read the book together.
- 2 Have the children identify the different settings in the story.
Examples: city, park, house, school
- 3 Explain to the children what **pantomime** is.
- 4 Demonstrate a simple pantomime, like eating an apple. Add details, like picking the apple up, wiping it on your sleeve, taking a big bite, chewing, and swallowing. Make sure to exaggerate the motions. Ask the children what you were pantomiming!

4 Now, let's create a pantomime for one of the **characters** in the story. With the children, list the characters in the story:

- Mira (the little girl),
- Mr. Henry (the shop owner),
- Ms. Lopez (the lady with the sparkling eyes),
- the muralist, etc.

Give the children a few moments to select one character and silently begin acting out things the character might do.

Examples: Mira might draw and paint. Mr. Henry might restock a shelf or sweep the shop floor.

5 Next, create a pantomime for the **setting**. Brainstorm parts of the city and/or things you might see or do in a city: tall buildings, busy streets, cars/traffic. Give the children a few moments to select one element of the city and silently act them out.

Examples: You could shade your eyes and look at the tall building. You can walk swiftly and dodge other busy people on the sidewalk, checking your watch.

6 Then, brainstorm the **plot** of the story. What happened in the beginning, middle, and end of the story?

Examples: In the beginning, Mira created and shared her artwork. In the middle, she met the muralist, and they began painting the city. Next, others joined in. In the end, Mira was happy.

7 Now, have children put this all together. Choose a character and begin to pantomime their feelings and actions to retell the story. Have them practice once or twice, then give the option to perform for others.

8 Remind the children that in pantomime, actors use their face and body to silently show details and tell a story.

2-3
**MAYBE
SOMETHING
BEAUTIFUL**

DANCE

Choreographers portray feelings through movement daily. Let's use movement to show the emotional changes that take place in the story!

Supplies Needed

Maybe Something Beautiful
book

**I CAN
use dance to
demonstrate
emotions
within a text.**

Vocabulary

Level - high, middle, low

Choreography - the sequence of steps and movements in dance or figure skating, especially in a ballet or other staged dance

Movement phrase - a sequence of dance movements making up part of a choreographic pattern, a dance phrase

Choreographer - a person who creates dance

Locomotor - a variety of movements across space (walking, jumping, hopping, crawling, marching, climbing, galloping, sliding, leaping, and skipping)

Instructions

- 1 After reading the book, talk about how the characters felt in the beginning. How did they feel as they painted? How did they feel at the end of the story?
- 2 What caused their feelings to change throughout the story?
- 3 Talk about how people show their emotions with their bodies. Explore showing emotions with your body. How could you use your body to show excitement? Angry? Sad? Tired? Nervous?
NOTE: As students create movements to portray the feelings, point out specifics that help show the feeling (i.e. excited might be open, up on tippy toes, with arms reaching high; sad might be closed, arms folded, spine curved down, and knees bent in a low position).
- 4 Become a **choreographer**! Tell students that a choreographer is someone who creates a dance. Choose 3 different emotion words to represent feelings from the beginning, middle, and end of the story. Next, create body movements that represent those feelings.
- 5 Put all the 3 movements together in a **movement phrase** to retell the story. A movement phrase is a series of movements that are put together. Think about your movement level. Are they low, middle, or high?

Extensions

- Add instrumental background music to your choreography.
- Have students adjust their choreography to add **locomotor** movement to one part of their **movement phrase**.

In the book *Maybe Something Beautiful*, the main character uses art to transform her neighborhood. Let's create sounds using your voice, body, and things around you to bring the story to life!

2-3 MAYBE SOMETHING BEAUTIFUL

MUSIC

Supplies Needed

Maybe Something Beautiful book

I CAN
use steady
beat and
rhythm while
reading.

Vocabulary

Steady Beat - an ongoing, steady, repetitive pulse

Rhythm - long and short sounds

Tempo - speed of the beat

Scan the QR code for an example
of reading rhythmically



Instructions

- 1 Read the book. Select a page in the book to reread. This time, read the page one word at a time with short pauses between each word (kind of robotically). Ask your child how that sounded. Reread the page, but this time, read it rhythmically, finding a natural, sing-song flow. Ask your child how it sounded that time. *Which way sounds better? Which way is more interesting? Which way is easier to understand?* Explain that speaking words rhythmically can make them come alive and easier to remember!
- 2 Look at the page that includes the words “As the man drew pictures on the bricks,” (it’s soon after Mira paints on the wall). Tap a **steady beat**: pat your legs, then clap your hands. Fit the words of the first sentence over 4 steady beats.
- 3 Do the same for the next 2 sentences (“Soon Mr. Sax joined in”).
- 4 Read the first 3 sentences on the page rhythmically while you tap a steady beat.
- 5 Now try repeating some of these phrases at different **tempos**. Try it faster and slower.
- 6 Read the story adding your rhythmic speech in the right places.



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