
READ FOR THE RECORD DURING CLASSROOM ASSISTANCE TIME

Here are some ways that your members can celebrate *Read for the Record* in the classroom! Encourage members to work with the teacher in planning.

Members can....

- Read the book during Classroom Assistance Time on the day of or prior to *Read for the Record*.
- Lead one of the activities during Classroom Assistance Time.
- Remind teachers about *Read for the Record* and encourage them to participate!
- Provide copies of the classroom activities provided on jstart.org/tools.
- Send *Maybe Something Beautiful* activities home for children to enjoy with their families.

READ FOR THE RECORD DURING THE JUMPSTART SESSION

Here are some ways that members can celebrate *Read for the Record* in the Jumpstart classroom! These activities are meant to be an add-on to the existing session plan. If *Read for the Record* coincides with a Jumpstart day, members can:

- Add *Maybe Something Beautiful* to Books. Be sure to station a member there and make it exciting for children.
- Add the *Read for the Record* activities to Art and/or Puzzles and Manipulatives.
- Be intentional about using *Maybe Something Beautiful* vocabulary during these activities.

Read It!

Maybe Something Beautiful by F. Isabel Campoy and Theresa Howell, illustrated by Rafael López

Story Summary: What good can a splash of color do in a community of gray? As Mira and her neighbors discover, more than you could ever imagine! *Maybe Something Beautiful* celebrates the magic that can happen when a community comes together to create something beautiful and bring about change.

- Vocabulary List
 - **Decorate:** to make something pretty or special
 - **Gloom:** when something looks dark and sad
 - **Imagine:** to think of something in your mind
 - **Joyful:** to feel great happiness
 - **Mural:** a painting done on a wall
 - **Sparkling:** making flashes of light

Play with It!

Puzzles and Manipulatives—Insert

Building Something Beautiful

PURPOSE: Children develop **vocabulary** as they create artwork to express thoughts and feelings, and talk about friends.

MATERIALS: Cardboard boxes, blocks, Lego® bricks, or any building materials available

Member role:

- Mira’s neighborhood is full of apartments, tall buildings, and shops. Ask children to reflect on what they have in their community.
- Inquire about what they would want in a new city (shops, parks, libraries, etc.). Prompt responses by sharing and asking questions. For example, *“I really like going outside. I think I would want a park in my city. What would you want in your new city?”*
- Using cardboard boxes, blocks, Lego® bricks, or any building materials available, prompt children to build a new neighborhood or community. Ask questions such as, *“Where would you would want to live in the new neighborhood?”*
- Encourage children to add buildings in different shapes and sizes.

Art—Insert

Decorating Something Beautiful

PURPOSE: Children develop **vocabulary** as they color and create their own bird, just like Mira’s!

MATERIALS: bird template, art materials such as paint, watercolors, crayons, or markers, construction paper, and glue.

Member role:

- At the end of the story, the mural features a bright colored bird, and Mira decides to paint one more bird way up in the sky. Tell children they will have their own opportunity to create and design their own colorful birds.
 - Using the template and the art materials, encourage children to decorate their birds however they chose.
 - As children add bright colors and designs to their bird, ask them how it makes them feel.
 - Remind them that bright colors and happy designs can make people feel proud, excited, or even relaxed!
 - Encourage them to turn to a friend to talk about how their new artwork makes them feel.

Art—Insert

Creating Something Beautiful

PURPOSE: Children develop **vocabulary** as create their own mural, just like Mira and her neighbors.

MATERIALS: butcher paper, coloring materials, such as paint, watercolors, crayons, or markers, cardboard boxes

Member role:

- Everyone in Mira’s community comes out to spread color throughout the streets. Tell children that now it is their turn to create something beautiful.
- Using butcher paper, crayons, and paint, give children the opportunity to create their own brightly colored mural.
- Tell children to see if they can cover the paper with as many different colors and designs as they would like.
- Add cardboard boxes to extend the mural and create a new city.
- Ask children to imagine the boxes are items found in the community, like benches, stop signs, or fences.
- Let children have fun and decorate freely as they spread color throughout your pretend community!

Art—Insert

Creating Beautiful Sounds

PURPOSE: Children develop vocabulary and comprehension as they make musical instruments from everyday objects.

MATERIALS: Small plastic drinking bottles with screw-on caps; paper clips, beads, buttons, pebbles or beans; materials to decorate, such as, glitter, glue, or stickers

Member role:

- Bam! Pow! The muralist dances through the street spreading color, punch, and pizzazz. When the others join in, they paint in rhythm: salsa, merengue, bebop, cha-cha-cha!
- As Mira’s friends come together to paint the mural, they dance and paint to the beat. Help children make their own musical instruments to spread music in the classroom.
- Show children the materials, reminding them of the music in the story.
- Demonstrate how the materials could be used to make instruments.
- Let the children explore the materials and make a shaker.
- Let the children decorate their instrument with glitter or other materials.
- Support children with creating their instrument, as needed.
- Make connections to *Making Something Beautiful*, for example, demonstrating the different rhythms mentioned in the book with one of the shakers.