



We Make Our Neighborhood Better

An illustration of a community garden in a backyard. Several people are working in raised garden beds. A man is carrying a box, a woman is standing near a bed, a boy is kneeling and working in a bed, a girl is kneeling and working in a bed, and another man is holding a shovel. There are also some baskets of vegetables. In the background, there is a wooden fence, a swing set, and a slide.

We started a community garden. We all work in it and share the food we grow!

An illustration of three people sitting at a picnic table outdoors, looking at a large sheet of paper with a drawing of a playground. One man is pointing at the drawing, another man is pointing at the drawing, and a girl is pointing at the drawing. They are all smiling. In the background, there is a wooden fence, a tree, and a slide.

We are all working together to design a new playground! It's going to be great!

We know our neighbors' names and phone numbers.



Weekly Question


How can people improve their neighborhoods?

TURN and TALK


How are these people making their neighborhood a better place? What ideas could you try in your own neighborhood?

We turn on our porch lights when the sun goes down.



 **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society. **ELPS 2.C.iii** Listening, **ELPS 3.B.ii** Speaking


Listen for Long and Short Vowels

 **SEE and SAY** Say the name of each picture. Listen to the vowel sound in the middle. Distinguish between the long and short vowel sounds.



What is the vowel sound in the first picture?
Is it short or long?

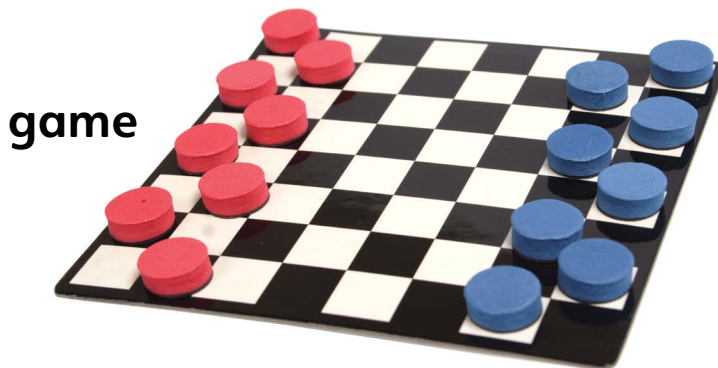
What is the vowel sound in the second picture?
Is it short or long?

 **TURN and TALK** Work with a partner. Say the name of each picture. Underline the pictures with long vowel sounds.




Long Vowels: CVCe

When you see a consonant-vowel-consonant-e pattern (CVCe), the vowel usually has a long sound, and the e is silent. Read, or decode, these words aloud.



Long a	Long e	Long i	Long o	Long u
bake	Pete	pipe	rode	cute
tape	these	wide	hose	mule
awake	delete	arise	alone	amuse

 **TURN and TALK** Read these sentences with a partner. Find the CVCe words with long vowels.

I like a safe place to ride my bike.

I awoke and ate a huge pile of pancakes in my robe.

Long Vowels: CVCe



MY TURN

Read, or decode, the words in the box. Then use one of the words to answer each clue.

nine

joke

nose

cube

escape

1. It is on your face.

nose

2. It comes before ten.

3. It has six sides.

4. It makes you laugh.

5. It is a way out.



MY TURN

On a sheet of paper, write a sentence that contains two of the words from the box. Give it to a partner to read.



My Words to Know



MY TURN

Read the words in the box. Then write a sentence using each word. One is done for you.

called

long

most

1. Pencils are long and thin.

2. _____

3. _____

4. _____



TURN and TALK

Read your sentences aloud to a partner. Find the new word in each sentence. Help each other correct any mistakes.



My Learning Goal

I can read realistic fiction and understand its characters.

Spotlight on Genre



Realistic Fiction

Realistic fiction has **characters** who look and act like real people. Both the text and illustrations can help you understand the characters.



TURN and TALK

Tell a partner about a realistic fiction story you have read. Who are the characters? In what ways do they act like real people?

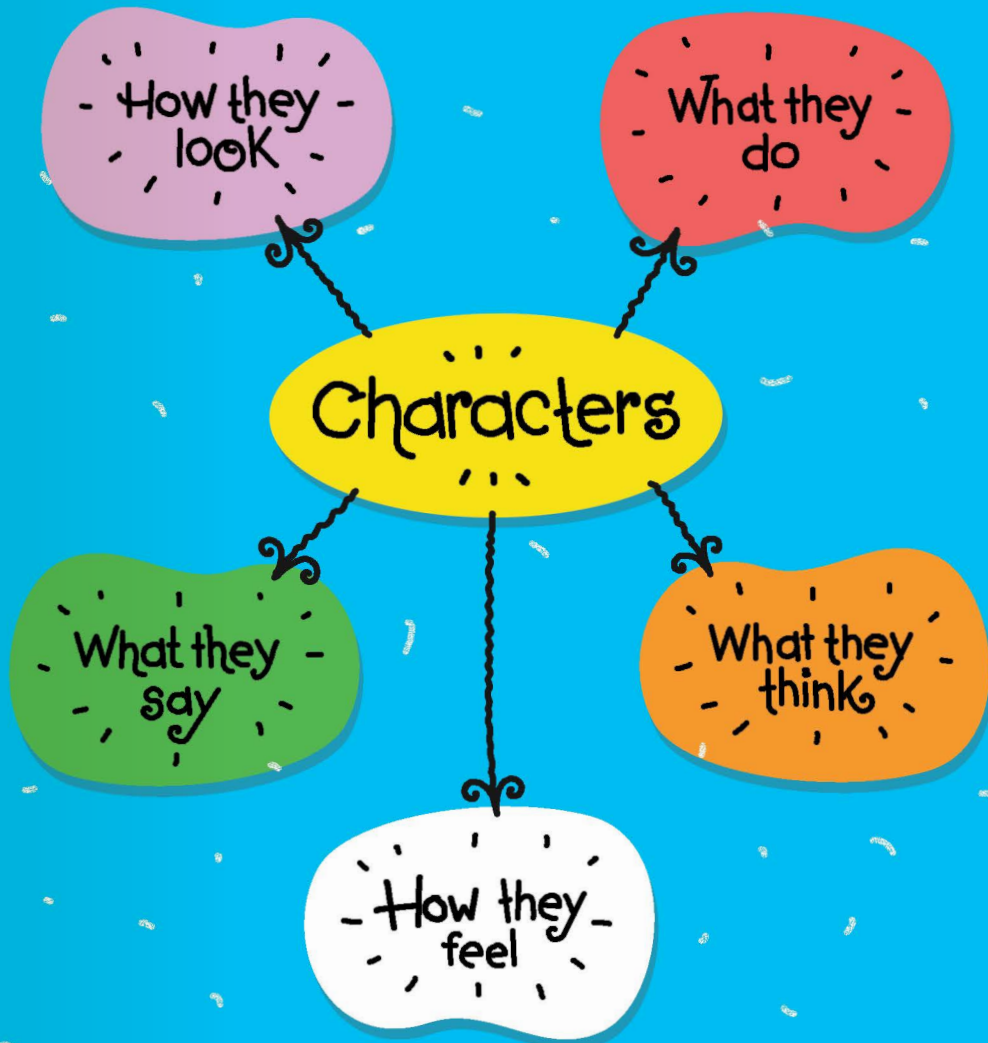
Be a Fluent Reader Fluent readers read at a good rate. Practice reading aloud.

Here are some tips for fluent reading:

- Don't read too slowly.
- Don't read too quickly either. Read as if you are speaking.
- Use commas and periods to help you read. Pause at commas. Stop at periods.

Realistic Fiction Anchor Chart

Authors tell us about characters.



Maybe Something Beautiful

Preview Vocabulary

Look for these words as you read *Maybe Something Beautiful*.

joy

shadows

scurried

rhythm

splattered

First Read

Read to understand the text.

Look at illustrations to help you understand what you read.

Ask what this text is about.

Talk about the text with a partner.

Meet *the* Author



F. Isabel Campoy writes poetry, stories, plays, and biographies. She writes in both English and Spanish, and many of her books are about Hispanic culture. She has coauthored many award-winning books, including *Yes! We Are Latinos* and *¡Pío Peep!*





Maybe Something BEAUTIFUL

HOW ART TRANSFORMED A NEIGHBORHOOD

BY F. Isabel Campoy
AND Theresa Howell

ILLUSTRATED BY
Rafael López



AUDIO

Audio with
Highlighting



ANNOTATE



CLOSE READ 

- 1 In the heart of a gray city, there lived a girl who loved to doodle, draw, color, and paint.
- 2 Every time she saw a blank piece of paper, Mira thought to herself, *Hmm, maybe . . .*
- 3 And because of this, her room was filled with color and her heart was filled with joy.

joy a feeling of great happiness



- 4 On her way to school one day,
Mira gave a round apple to Mr. Henry,
the owner of the shop down the street.
- 5 She gave a flower to Ms. López,
the lady with the sparkling eyes.

Ask and Answer Questions

Highlight any text details about Mira that you have questions about.





- 6 She gave a songbird to Mr. Sax and a red heart to the policeman who walked up and down the streets.
- 7 On her way home, Mira taped a glowing sun onto the wall hiding in the shadows.
- 8 Her city was less gray—but not much.

shadows shaded places away from light





- 9 The next day, Mira saw a man with a pocket full of paintbrushes.
- 10 He gazed at the wall.
- 11 He looked at her sun.
- 12 He held his fingers up in a square and peered through them.
- 13 “Hmm . . .,” he said thoughtfully.
- 14 “What do you see?” Mira asked.
- 15 “Maybe . . . something beautiful,” the man replied.

CLOSE READ



Vocabulary in Context

Sometimes the author gives you a synonym for an unfamiliar word. A synonym is a word that means the same or nearly the same as another word. Underline the word that means nearly the same as **gazed**.





16 Then, just like that, he dipped a brush in the paint.

BAM! POW!

17 The shadows scurried away.

18 Sky blue cut through the gloom.

19 The man's laughter was like a rainbow spreading across the sky.

Describe and Understand Characters

Underline the word that shows the man is happy to be painting.

scurried moved quickly



20 “Who are you?” Mira asked.

21 “I’m an artist,” he said. “A muralist.

22 I paint on walls!”

23 “I’m an artist too,” she told him.

24 He handed Mira a brush.

25 “THEN COME ON!”





CLOSE READ

26 Mira dipped it in the loudest color she saw.

27 **YOW-WEE!**

28 The wall lit up like sunshine.

Describe and Understand Characters

Underline the word that helps you know how Mira feels.





Vocabulary in Context

Underline the word in the first sentence that has nearly the same meaning as **pizzazz**.

rhythm the strong beat that some music has

29 As the man drew pictures on the bricks, Mira added color, punch, and pizzazz!

30 Soon Mr. Sax joined in.

31 Then came others.

32 Everyone painted to the rhythm.

33 Salsa, merengue, bebop!



34 Even Mira's mama painted
and danced the cha-cha-cha!

35 The whole neighborhood
became a giant block party.

36 Until . . .





Describe and Understand Characters

Underline the words that tell what Mira thinks when she first sees the policeman.

37 . . . the policeman walked up.

38 “Excuse me,” he said.

39 The music stopped. Mira put her brush down.

40 They were surely in trouble.

41 The officer cleared his throat, then paused.

42 “May I paint with you?” he asked.

43 So Mira handed him a paintbrush.

44 And the music started again.





- 45 Teachers and papas jumped in.
- 46 Babies too!
- 47 Mira and the man handed out brush
after brush.
- 48 Color spread throughout the streets.
- 49 So did joy.





Ask and Answer Questions

Highlight a text detail that you can ask a question about.

- 50 Wherever Mira and the man went, art followed like the string of a kite.
- 51 After they colored the walls, they painted utility boxes and benches.
- 52 They decorated sidewalks with poetry and shine.
- 53 And everyone danced.
- 54 Together, they created something more beautiful than they had ever imagined.





CLOSE READ



splattered

splashed by dots of something

55 When their clothes were splattered with a million colors, everyone sat down to rest—except the muralist.

56 His eyes sparkled.

57 “You, my friends, are all artists,” he told them.

58 “The world is your canvas.”

59 He smiled wide, then pulled everything together in big, sweeping motions.

60 His paintbrush was like a magic wand.



CLOSE READ

61 When he was finished, Mira added one more bird, way up in the sky.

62 Maybe, she thought. Just maybe . . .

Ask and Answer Questions


What questions do you have about how the story ends?

Highlight a text detail that you can ask a question about.

Fluency

Read aloud paragraphs 1 to 8 of the story several times with a partner. Practice reading at the same rate you talk, not too fast and not too slow.



 **TEKS 2.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
TEKS 2.6.B Generate questions about text before, during, and after reading to deepen understanding and gain information.

Develop Vocabulary



MY TURN

Complete the sentences below.

1. People can see their **shadows** when the sun
is out.

2. _____ brings me **joy**.

3. The _____ **scurried** away with
 tiny bits of food.

Use the words **splattered** and **rhythm** to describe the
 man who painted murals.

Four sets of handwriting lines (top blue, middle dashed blue, bottom pink) for writing a description of the man who painted murals.



Check for Understanding

**MY TURN**

Look back at the text to answer the questions. Write the answers.

1. What about this story could happen in real life?



2. How do the illustrations help you understand the story?

3. How is the neighborhood different at the end of the story than it was at the beginning?



TEKS 2.7.B Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.8.B** Describe the main character's (characters') internal and external traits; **TEKS 2.10.C** Discuss the author's use of print and graphic features to achieve specific purposes.

Describe and Understand Characters

Characters are the people or animals in stories.

Traits are features of characters.

- External traits are what characters look like, how they act, and what they say.
- Internal traits are what characters think and feel.



MY TURN

Go to the Close Read notes about characters. Follow the directions to underline the text. Use what you underlined to complete the chart. Then describe the characters' internal and external traits.

Details I Underlined	Character	Trait It Shows
laughter	the man	He laughs loudly. He is happy to be painting.



Ask and Answer Questions

Active readers ask and answer questions to understand the characters and events in a story.



Go back to the Close Read notes. Follow the directions. Write questions you have as you read and highlight the text. Then use text evidence to answer your questions after you read.

Questions I Had During Reading	Answers

Reflect and Share

Write to Sources

You read how Mira and other people improved the places where they lived. On a separate piece of paper, compose a letter to your neighbors explaining how you would like to improve your neighborhood. Use examples from texts you have read this week to support your ideas.

Write Correspondence

A friendly letter has five parts. Include them all.

- heading (September 8, 2019)
- greeting (Dear friend,)
- body (the letter's message)
- closing (Your friend,)
- signature (sign your name)

Think of how to make your neighborhood better. Write your ideas in a friendly letter to your neighbors. Use examples from the texts to explain your ideas.

Weekly Question

How can people improve their neighborhoods?



I can use language to make connections between reading and writing.

My Learning Goal



Academic Vocabulary

Synonyms are words that have the same or almost the same meaning.



Write a word that is a synonym for each word.

Word	Synonym
affect	change
different	
location	



Use a word and one of its synonyms in a new sentence. Then explain the meaning of the two words you used.

Read Like a Writer, Write for a Reader

Authors usually tell stories in the order in which events happen. They use words and phrases that show time order. Authors use words such as **first**, **next**, and **last**. They also use words like **in the morning** or **after dinner** to help readers know when events happened. Here is an example from the text.

“When he was finished, Mira added one more bird, way up in the sky.”



MY TURN

Tell what happened when you arrived at school this morning. Use words that show the order of events.

Four sets of primary writing lines, each consisting of a solid top blue line, a dashed middle blue line, and a solid bottom pink line.

Spell Words with Long Vowels (CVCe)

Long vowels are often spelled with the pattern consonant-vowel-consonant-silent e.



Write the Spelling Words that rhyme.

cake lake

rose

name

lime dome

trade chase

Spelling Words

time
lake
home
game
nose
rake
made
erase
hose
became

My Words to Know

called
long

Then write My Words to Know.

Subjects and Predicates

A complete sentence has a subject and a predicate. The subject and the verb in the predicate agree in number.

The **subject** tells who or what does something.

Carmen rides the bus to school.

The **predicate** tells what the subject is or does.

Carmen rides the bus to school.



MY TURN

Edit this draft. Make sure every sentence is a complete sentence with a subject and a verb that agree in number. Underline the sentence that is correct. Then write a subject or predicate for each sentence that needs one.

carries
Noah [^] a large backpack. Is very heavy.

Five books in the backpack. His lunch is in the backpack also. Noah's friends heavy backpacks too.



I can plan, draft, and publish my writing.

My Learning Goal



A Writer's Notebook

A writer's notebook is a place to keep ideas you can use later in your writing. For example:

- interesting observations
- catchy words or phrases
- useful quotes
- drawings or pictures
- lists

You can also write drafts in a writer's notebook.



MY TURN How will you use a writer's notebook?

I am most excited about using a writer's notebook because



Tools Authors Use

Authors use special tools to help them write well.

Two tools are a dictionary and a thesaurus.

You can use a **dictionary** to find how to spell a word. Think of how the beginning of the word is likely spelled. Look up those letters first. You may need to try different spelling patterns for the sounds in the word.

You can use a **thesaurus** to find just the right word for what you want to say. The words in a thesaurus are in ABC order.



MY TURN

Use a thesaurus to replace the underlined words. Write two possible words.

1. There is a big park down the street.

large

2. On Sundays, the park is crowded with people.

3. I am always happy to play there.

Digital Tools Authors Use

Digital, or computer, tools make writing more interesting. Examples are different fonts, colors, and images.



Read both stories. Think about the ways the writer used digital tools in the second.

A Community Garden

People on my street planted a community garden. We planted sunflowers that grew very tall. We planted corn, lettuce, and tomatoes. Everything tasted yummy!

A Community Garden

People on my street planted a community garden. We planted sunflowers that grew very TALL. We planted corn, lettuce, and tomatoes. Everything tasted yummy!



How does using digital tools make the writing interesting? What can you do with digital tools to improve your writing?