

DIRECTOR'S LESSON PACKAGE OVERVIEW

Just Add Glitter by Angela Diterlizzi

K–2 Literacy Package — Informed by 4-H STEM Reading Connections 2025

Created by Helix Education in partnership with Beyond School Bells

FOR

Program directors, site coordinators, and lead educators

USE

Background knowledge, standards alignment, materials planning, and reporting data to implement this 3-lesson unit

FRONTLINE EDUCATORS

Should use the Grab & Go Lesson Package

Unit Overview

This three-lesson unit uses ***Just Add Glitter*** by Angela Diterlizzi as the anchor text for an integrated K–2 literacy and STEAM experience. The book tells the story of a girl who discovers that adding glitter, or any touch of creativity and joy — can transform ordinary everyday moments into something truly magnificent. This theme of **joy, creativity, and transformation** runs through every lesson.

Lesson-at-a-Glance

#	Lesson Focus	Lesson Overview	SOR Skill	STEAM Activity
1	Introducing Glitter & Phonological Awareness	Students are introduced to the book and the idea that glitter (and creativity) can transform the ordinary. The lesson builds foundational literacy through phonological awareness using glitter-themed words from the story.	Phonemic Awareness (rhyming, segmenting, phoneme substitution)	Students conduct a Glitter Fireworks science experiment using baking soda, vinegar, food coloring, and glitter to observe a chemical reaction.
2	Shared Reading & Vocabulary Exploration	Students use the 4-Step Vocabulary Routine to explore five key words (sparkle, transform, ordinary, magnificent, shimmer). They participate in a shared reading with vocabulary stops, then mix their own glitter paint and create a sparkling masterpiece.	Vocabulary in context (4-step vocabulary routine)	Students mix clear glue, watercolor paint, and glitter to create glitter paint, then use it to paint an original sparkling artwork.
3	Writing & Celebration	Students study the mentor text structure of <i>Just Add Glitter</i> and write their own “Just Add ____” story pages choosing any magical ingredient. They go on a nature walk to collect materials for a Nature Magic Wand. Pages are assembled into a class book.	Writing: mentor text structure, imaginative word choice, illustration	Students write and illustrate “Just Add ____” story pages; go on a nature walk; build a Nature Magic Wand from sticks and natural materials; assemble a class book.

Nebraska ELA Standards Alignment

Grade	Literary Text (Reading)	Science of Reading Focus
K	LA.K.RP With adult help, retell stories with details and identify the main message.	LA.K.F.2.c Count, make, and segment words into syllables. (L1) LA.K.W.1 With adult help, write using drawing, dictating, and writing. (L3)
1st	LA.1.RP.1 Retell a story using important details.	LA.1.F.2.a Segment and blend phonemes in words. (L1) LA.1.W.1 Write opinions, informative pieces, and narratives. (L3)
2nd	LA.2.RP.1 Retell stories and explain the important lessons within them.	LA.2.F.2.a Manipulate phonemes (substitution) to build new words. (L1) LA.2.W.1 Write for different purposes and audiences, using what I know about writing. (L3)

Lesson Structure

Each lesson is designed for **60 minutes** in an out-of-school time (OST) setting. The timing below is flexible and can be adjusted based on your group's needs. The full lesson includes welcome and closing time, which can be removed if already included in your programming. For programs that prefer to divide lessons into literacy and project days, see the recommended split structure on the right.

Standard 60-Minute Lesson	Time
Welcome & Check-In	5 min
Activate Prior Knowledge	5 min
Science of Reading Mini Lesson	10 min
Read Aloud or Shared Reading	15 min
STEAM Activity	20 min
Closing & Celebration	5 min

Divided Lesson Structure

Day 1 – Literacy Focus

Lesson Component	Time
Welcome & Check-In	5 min
Activate Prior Knowledge	5 min
Science of Reading Mini Lesson	10+ min
Read Aloud or Shared Reading	15 min

Day 2 – STEAM Project

Lesson Component	Time
Welcome & Check-In	5 min
Activate Prior Knowledge	5 min
STEAM Activity	30+ min
Closing & Celebration	5 min

Lesson Modifications

Each lesson contains modifications throughout for grade-level specific modifications (Kindergarten, First, and Second), along with modifications for Emerging and Advanced students.

Emerging	Emerging Learner An emerging learner is just beginning to develop foundational literacy or numeracy skills and relies heavily on hands-on manipulatives, visual cues, and direct adult support.
Advanced	Advanced Learner An advanced learner quickly grasps new concepts and can independently apply them to different tasks or creative projects without needing step-by-step instructions. They often show curiosity beyond the basic lesson, using more descriptive language or complex logic to solve problems and explain their thinking.

Literacy Background & Staff Preparation Guide

This unit integrates three Science of Reading skills across three lessons — phonemic awareness, vocabulary in context, and fluency. The sections below give you the background knowledge to understand each skill, run the activity yourself, and prepare your staff. **You do not need a teaching degree to facilitate these lessons effectively.**

Lesson 1 — Phonological Awareness

What it is	Phonological awareness is the ability to hear and work with the sound structure of spoken language—including syllables, rhymes, and individual phonemes. Phonemic awareness is a subset focused specifically on individual sounds (phonemes), entirely by ear, not by sight. It is one of the strongest early predictors of reading success. It is not about letters or spelling; it is purely about sound.
Why it matters	Students who can hear the building blocks of words—from syllables down to phonemes—are better able to decode unfamiliar words and spell. Phonological awareness is a critical foundation for phonics. Research shows it is best taught explicitly and playfully.
Skills in this unit	Kindergarten: Syllable Clapping: Clapping the syllables in glitter-themed words. Activity: Clap and count syllables in glit-ter, spar-kle, mag-ic, beau-ti-ful, fire-works. 1st Grade: Elkonin Boxes: Segmenting a word into its individual sounds by pushing a counter into a box for each phoneme heard. The word "shine" has 5 letters but only 3 sounds: /sh/-/i/-/n/ = 3 boxes. 2nd Grade: Phoneme Substitution: Swapping one sound for another to build a new word. Example: Change /sh/ in "shine" to /m/ - "mine." Change /gl/ in "glow" to /sh/ - "show."
How to run Elkonin Boxes	1. Draw or print 3–4 connected boxes on paper (one row per word). Laminated sheets can be reused. 2. Place small objects (coins, chips, beans) above the boxes, one per box. 3. Say the word slowly. As you say each sound out loud, push one object down into a box from left to right. 4. Count the objects in the boxes to confirm the number of sounds. Key rule: Count sounds, not letters. "Shine" = /sh/ /i/ /n/ = 3 sounds, 3 boxes. "Bright" = /b/ /r/ /i/ /t/ = 4 sounds, 4 boxes.
Director try-it	Practice segmenting these words before the lesson, say each sound aloud as you push a counter: • "shine" → /sh/ /i/ /n/ = 3 sounds (sh - eye - n) • "glow" → /g/ /l/ /ō/ = 3 sounds (g - l - oh) • "bright" → /b/ /r/ /i/ /t/ = 4 sounds (b - r - eye - t)
What to tell staff	"For K, shake a sealed glitter container for each beat — magical and memorable. For 1st grade, model Elkonin Boxes yourself first and always say sounds aloud as you push. Never spell the word — sounds only. For 2nd grade, notice that the sound-swap words connect to the joy and wonder theme."

Lesson 2 — Vocabulary in Context

What it is	Vocabulary in context means using surrounding text and pictures to figure out the meaning of an unfamiliar word, rather than giving students a definition before they encounter it. This mirrors how skilled readers naturally build vocabulary. This is completed in lesson 2, so students have heard the words in the read aloud from lesson 1.
Why it matters	Vocabulary is the bridge between decoding (sounding out words) and comprehension (understanding what you read). OST settings are uniquely positioned for vocabulary development because conversation and hands-on exploration are less restricted than during the school day.
Words in this unit	Sparkle — To shine with small, bright flashes of light. Glitter sparkles when it catches the light. Transform — To completely change from one thing into something very different. Glitter transforms ordinary objects into something magnificent. Ordinary — Normal, plain, everyday — nothing special about it. Before glitter, everything in the story was ordinary.
Teaching strategy	Model the 4-Step Vocabulary Routine (Say It → Define It → Connect It → Use It) aloud before students try: 1. SAY IT: Say the word aloud together with expression. USE IT: Students respond at their grade level — act it out, sentence frame, or write. 2. DEFINE IT: Give a student-friendly definition. Connect to the story. 3. CONNECT IT: Ask students to connect the word to their own life or experience. 4. USE IT: Students respond at grade level (act it out, complete a sentence frame, or write).
Grade-level practice	K: K: Make your hands sparkle! Show a partner what you would add glitter to so it sparkles. the K: Make your hands sparkle! Show a partner what you would add glitter to. Students say the word and show it with their body. 1st: Sentence frame: “___ sparkles when ___.” 2nd: Write: describe something you’ve seen sparkle and explain what made it shine.
What to tell staff	"Don't give students the definition first, let them be word detectives. "Give every word a gesture. Sparkle — wiggle fingers. Transform — spin around. Ordinary — flat bored face. Magnificent — arms wide, head back. Shimmer — slow gentle finger wave. When students embody the words, they own them."

Lesson 3 — Writing from a Mentor Text

What it is	Writing from a mentor text means using a familiar, well-crafted book as a model for students' own writing. Just Add Glitter uses a simple, repeating pattern: ordinary thing + magical ingredient = transformation. Students step into Angela Diterlizzi's role when they choose their own magical ingredient and declare "Just add ___."lace that make it an ideal model for K-2 writers at every level.
Why it matters	When students have a strong model to follow, writing feels approachable even for emerging writers. Studying a mentor text builds literary awareness, and voice. OST settings are ideal for this work because low-stakes sharing and celebration of outdoor places builds community.
Techniques in this unit	Sentence Frame (K): Students complete: "Just add ___." using drawing and dictation. Focus on the illustration — draw the ordinary thing and what it becomes. Sentence + Detail (1st): Students write the sentence frame plus one detail sentence. Example: "Just add music. Everything starts to dance, even the buildings!" Expanded Writing (2nd): Students write 2–3 sentences. Include a detail that makes the transformation feel vivid. Try to use at least one vocabulary word (sparkle, transform, ordinary, magnificent, shimmer).
Director try-it	Try this yourself before the lesson: <i>Write: "Just add sunshine." Then add one detail sentence about what it transforms. Notice how even one follow-up sentence makes the magic feel real.</i> Share this with staff and model sketching an illustration that <i>shows the "after" transformation in vivid detail.</i> The contrast between flat writing and vivid, sensory writing is exactly what students are practicing.

Mentor text structure	Just Add Glitter uses a simple, repeating pattern: one ordinary thing + one magical ingredient = transformation. Students step into Angela Diterlizzi's role as author when they choose their own magical ingredient and declare "Just add ____."
What to tell staff	"Model your own page first, think aloud as you write. Let students hear you picking a magical ingredient and imagining what it transforms. When students get stuck, ask: 'What would you add to make something ordinary feel magical? Draw the "after" first, then write it.'"

Grant & Reporting Data

This unit supports the following reporting categories for **21st CCLC and similar OST grant programs**:

- **21st CCLC Program Quality:** Literacy enrichment aligned to Nebraska ELA standards (K–2). Each lesson targets grade-level reading standards in literary text, phonemic awareness, vocabulary, and writing from a mentor text.
- **STEAM Integration:** Science + Math + Observation (L1: Glitter Fireworks), Visual Art + Science + Creative Expression (L2: Glitter Paint), Art + Science + Creative Expression (L3: Nature Magic Wand). All activities align to ELG Standard M.02.
- **School-Day Alignment:** Phonological awareness, vocabulary, and writing instruction mirrors the Nebraska Science of Reading framework at each grade level. This unit reinforces, not replaces, school-day instruction.
- **Differentiated Instruction:** Grade-level modifications are built into every lesson for K, 1st, and 2nd grade learners in a multi-grade OST setting, supporting both emerging and advanced learners.

Recommended Documentation

If your program is collecting impact and student data, the following options are recommended:

- Photograph completed STEAM projects (Square Sculptures, Nature Observation Drawings, Glitter Paint)
- Collect student Check-In Forms to document character development and behavioral tiered data
- Note which grade-level Science of Reading activities were implemented
- Record attendance for each of the 3 sessions
- Optional: Have students write one sentence about what they learned for a portfolio artifact

Materials & Budget Planning

All materials for this unit are intentionally chosen to be **low-cost and easy to source**. Most items are everyday classroom or household supplies. Where a standard item may not be available, substitutions are listed — nearly every material in this unit has a free or no-cost alternative. The **Student Materials and Printables** package includes all printable items needed per student.

Material	Quantity	Lesson	Substitution / Notes
Just Add Glitter by Angela Diterlizzi	1 per class	All	Free library copy or YouTube read-aloud
Helix K-2 Check-In Forms	1 per student	L1, L2	Draw simple faces on sticky notes; post feelings chart on board
Baking soda + vinegar + food coloring	1 set per table	L1	Glitter Fireworks experiment (L1)
Clear glue + liquid watercolor paint (multiple colors)	1 per student	L1	Glitter Paint creation (L2)
White paper	1 per student	L1, L3	Any available white paper

Scissors, glue, crayons/markers	1 per student or shared	L1, L3	Share supplies across groups
Elkonin Box sheets (1st grade)	1 per student	L1	Draw 3 boxes on any paper
Counters/coins (1st grade)	Set per student	L1	Bingo chips, buttons, beans, or ripped paper
Paper bags or small boxes with hidden natural objects	1 per student	L2	1 per station for Glitter Paint (L2)
Clipboards	1 per student	L2	Use any notebook or binder; draw on any paper
Mentor text structure (Mon–Sun)	1 per student pair	L3	Pre-print with illustration box + writing lines (L3)
Vocabulary word cards (medium, carve, sparkle, transform, ordinary, magnificent, shimmer)	1 per student	L3	Print large for whole-group display or one set per student
Watering can / small cups + portable fan (L3)	1 set per student	L3	For Glitter Fireworks experiment components (L1)
Whiteboards (optional)	1 per student	L1	Use for SOR whiteboard activities
Observation recording sheets (L2)	1 set per table	L2	3 columns: object, prediction, reveal — one per student

Director's Prep Guide

The following provides an overview of prep for the full unit and itemized prep for each day. This can be completed by a director or site coordinator, or assigned to a staff member who receives prep time.

BEFORE THE UNIT BEGINS (ALL 3 LESSONS)

- Obtain a copy of *Just Add Glitter* by Angela Diterlizzi.
- **Print required items:** Helix Daily Check-In Form (2 copies per student — L1 and L2), Vocabulary Word Cards (1 set for display, L2), “Just Add ___” story page template (1 per student, L3). Optional: pictures of fireworks (L1). L2), “Just Add ___” story page template (1 per student, L3). Optional: pictures of fireworks for L1; examples of glitter paint art for L2.
- **Organize grade-specific Science of Reading materials.** K: Prepare syllable picture cards (glit-ter, spar-kle, mag-ic, beau-ti-ful, fire-works). 1st: Print Elkonin Boxes and review instructions. 2nd: Prepare whiteboards and markers.e Cards (L1). 1st: Print Elkonin Boxes and review instructions. 2nd: Prepare whiteboards and markers or paper.
- Set up Glitter Fireworks station in advance (baking soda, vinegar, food coloring, glitter, dish, cups). Pre-cut cardboard star shapes for L3. Pre-mix glitter paint for L2. Identify outdoor space for L3 stick collection.ape, scissors). Identify a safe outdoor space for the L3 nature walk.
- **Secure supplies for each lesson:** L1 – Baking soda, vinegar, food coloring, glitter, baking dish, cups, paper towels. L2 – Clear glue, liquid watercolor, glitter, brushes, white paper, mixing containers. L3 – Sticks, pre-cut cardboard stars, craft glue, leaves/petals, glitter, optional ribbon/yarn.3; Paper bags or small boxes (1 per station), natural objects (stick, acorn, rock, pinecone, moss, feather, leaf), observation recording sheets, class tally chart. L3 – Clipboards + pencils for nature walk; collected natural items, large paper, glue for nature art; “My _____ is _____” templates.
- Pre-cut cardboard star/wand-top shapes (one per student, ~3–4 inches). Pre-mix glitter paint stations for L2 (clear glue + paint in small containers). Do NOT add glitter in advance — students adding it is part of the discovery.
- Optional: Create teacher examples of STEAM projects.

LESSON 1 CLASSROOM PREP – DAY OF

- Write “Just Add Glitter” on the board. Below it write: “What would YOU add glitter to?” Optional: Display pictures of fireworks.

- Set out Check-In Forms per student.
- Set up the Glitter Fireworks station: baking soda in dish, food coloring and glitter nearby, small cups with vinegar. Keep covered until activity time.
- Write today's syllable target words on the board: glit-ter, spar-kle, mag-ic, beau-ti-ful, fire-works.
- 1st grade: Review Elkonin Boxes instructions to familiarize with the concept.

LESSON 2 CLASSROOM PREP – DAY OF

- Pre-mix glitter paint stations: clear glue in containers (one per color), add watercolor paint drops. Set out brushes and white paper. Do NOT add glitter in advance. y chart is ready.
- Write the 5 vocabulary words on the board: Sparkle, Transform, Ordinary, Magnificent, Shimmer.
- Pre-write sentence frame strips for 1st grade ("___ sparkles when ___").shows ___").
- Set out mini whiteboards and dry-erase markers for 2nd grade. Bookmark key vocabulary pages in Just Add Glitter for shared reading stops. #x201C;___ sparkles when ___").
- Optional: Display 1–2 examples of glitter paint artwork as visual inspiration.

LESSON 3 CLASSROOM PREP – DAY OF

- Pre-print the "Just Add ___" story page template (one per student). Prepare writing model: draw an illustration and write "Just add sunshine and the world glows like gold!" Pre-cut cardboard star shapes.g model on chart paper — sketch an outdoor place and write an example sentence.
- Display vocabulary anchor chart from Lesson 2. Prepare class book cover: write "Our Class Book: Just Add ___!" Identify safe outdoor area for stick collection (or pre-collect sticks).re clipboards + paper.
- Set out craft glue, leaves/petals/twigs, glitter, and optional ribbon/yarn at the wand-building station.
- Optional: Set out ribbon or yarn for wrapping the stick handle. Display 1–2 wand examples as visual inspiration. students can collect on the walk.
- Optional: Prepare watercolor paints or colored pencils at art station for L3 nature art collage.
- Option: Pre-write sentence frame on story page templates for emerging students. Offer a picture menu of outdoor settings to choose from.

FOR SCHOOL-BASED LEADERSHIP

Just Add Glitter — K–2 Literacy & STEAM Unit

A share-out for principals, superintendents, and school-based partners

Developed by: Helix Education in partnership with Beyond School Bells, informed by 4-H STEM Reading Connections 2025. Designed for K–2 students in out-of-school time (OST) settings.

Purpose: This 3-lesson unit uses *Just Add Glitter* by Angela Diterlizzi as an anchor text for integrated literacy and STEAM instruction.

What Students Are Doing

Over three 60-minute sessions, students engage with *Just Add Glitter* by Angela Diterlizzi, a playful picture book about a girl who discovers that adding glitter — and any touch of creativity — can transform ordinary everyday moments — describing its colors, sounds, textures, and living creatures. This theme of **joy, creativity, and transformation** connects literacy, science, and art into a cohesive three-lesson unit.

#	Literacy Skill	STEAM Project	What Students Learn & Do
1	Phonological Awareness — syllable clapping, Elkonin Boxes, phoneme substitution	Glitter Fireworks (Science + Math + Observation)	Clap syllables and segment/substitute phonemes; retell key events; conduct a Glitter Fireworks baking soda + vinegar chemical reaction experiment
2	Vocabulary in Context — 4-step vocabulary routine	Glitter Paint (Visual Art + Science + Creative Expression)	Define vocabulary (habitat, observe, texture, vibrant, dormant) using 4-Step Routine; use glitter paint and create a sparkling masterpiece
3	Fluency — accuracy, expression, and partner reading	Writing & Celebration (Fluency + Science + Observation)	Write and illustrate original “the story using retelling cards; practice fluency; create nature art from collected materials” the their “the story using retelling cards; practice fluency; write “Just Add ___” story pages; build a Nature Magic Wand; assemble a class book

Alignment to School-Day Standards

This program directly reinforces Nebraska ELA standards being taught during the school day. OST staff are often not certified teachers, so this unit is specifically designed with scripted lesson plans so non-credentialed facilitators can implement high-quality, standards-aligned activities.

Grade	Nebraska ELA Standards	Connection to School Day
K	LA.K.RP.1 · LA.K.F.2.c · LA.K.F.4	Retelling stories, syllable clapping, writing using drawing and dictation
1st	LA.1.RP.1 · LA.1.F.2.a · LA.1.F.4.a	Retelling with details, phoneme segmentation and blending, narrative writing
2nd	LA.2.RP.1 · LA.2.F.2.a · LA.2.F.4.a	Story retelling with lesson identification; phoneme substitution; writing for different purposes and audiences

Grant & Reporting Category Alignment

This unit supports the following reporting categories for **21st CCLC and similar OST grant programs**:

- **21st CCLC Program Quality:** Literacy enrichment aligned to Nebraska ELA standards (K–2) across literary text, phonological awareness, vocabulary, and writing from a mentor text.
- **STEAM Integration:** Art + Math + Engineering (L1), Science + Math + Nature (L2), Visual Art + Math + Creative Expression (L3). Aligns to ELG Standard M.02.
- **School-Day Alignment:** Mirrors the Nebraska Science of Reading framework at each grade level. Reinforces, not replaces, school-day instruction.
- **Differentiated Instruction:** Grade-level modifications built into every lesson for K, 1st, and 2nd grade learners in a multi-grade OST setting, with Emerging and Advanced learner supports.
- **Attendance & Engagement:** 3-session unit with structured check-in forms and portfolio artifacts for impact documentation.

Additional Notes

Extra space to provide additional context and notes for school-based leadership.

SCRIPTED LESSON PACKAGE

Just Add Glitter by Angela Diterlizzi

Lesson 1 of 3 — Introducing Glitter & Phonological Awareness

⌚ 60 minutes • STEAM Focus: Glitter Fireworks — Science + Math + Observation

Standards

Reading Prose & Poetry / Literary Text:

- K: LA.K.RP. With adult help, I can retell stories with details and show understanding of the main message or lesson.
- 1st: LA.1.RP.1 I can retell a story I know using important details.
- 2nd: LA.2.RP.1 I can retell stories and explain the important lessons within them.

Science of Reading: Phonological Awareness Focus:

- K: LA.K.F.2.c I can count, make, and segment words into syllables.
- 1st: LA.1.F.2.a I can break down short words and say each sound by itself. I can put sounds together to speak words.
- 2nd: LA.2.F.2.a I can break down short words and say each sound by itself. I can put sounds together to speak words.

Objectives

Adult Language (SWBAT):

- Students will be able to retell key events in Just Add Glitter and identify the central message that adding creativity and joy can transform everyday moments into something magical.
- Students will be able to count and clap syllables in glitter-related words (K), segment phonemes using Elkonin Boxes (1st), or substitute phonemes to build new words (2nd).

Student-Friendly Language:

- I can tell what happens in the story and explain why glitter makes everything better.
- I can hear and work with the sounds and syllables in words.

BOOK	BIG IDEA	VOCAB WORD
Just Add Glitter by Angela Diterlizzi	Adding creativity and joy can transform everyday moments into something magical.	Joyful: feeling extremely happy, cheerful, and full of big smiles

Reading & Check-In	STEAM Activity: Glitter Fireworks (from 4-H STEAM Imagination Guide)
• Just Add Glitter by Angela Diterlizzi • Helix K-2 Daily Check-In Form (student copies) • Whiteboard or chart paper + markers • Feeling words cards / emoji visuals	• Baking soda • Vinegar • Container — 9"x13" baking dish (one per table or shared) • Food coloring • Glitter • Small cups or droppers • Optional: pictures or short video of real fireworks to anchor the introduction Science of Reading Mini Lesson • Whiteboard + markers (teacher modeling)

	• K: Syllable picture cards (glitter-themed images: glit-ter, spar-kle, mag-ic, beau-ti-ful, fire-works) • 1st: Printed Elkonin Box sheets (3–4 boxes per row) • 2nd: Mini whiteboards + dry-erase markers OR lined paper Optional / Additional Materials • Counters, coins, or bingo chips — 3–4 per student (1st grade Elkonin Boxes) • Small mirrors to watch mouth movements while producing sounds • Paper towels or wipes for cleanup after Glitter Fireworks experiment
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PRE-LESSON SET-UP	• Write 'Just Add Glitter' on the board. Below it write: 'What would YOU add glitter to?' • Set out Helix Check-In Forms and emoji/feeling word cards at each student's spot. • Write today's syllable target words on the board: glit-ter, spar-kle, mag-ic, beau-ti-ful, fire-works. • 1st grade only: Draw 3–4 Elkonin boxes on chart paper. Practice pushing a counter per sound for 'glit' (/g/-/l/-/i/-/t/) and 'spark' (/s/-/p/-/ā/-/t/-/k/). • Set up the Glitter Fireworks station in advance: pour a layer of baking soda into the baking dish, set food coloring and glitter nearby, and fill small cups with vinegar. Keep it covered until activity time. • Optional: Display pictures of fireworks on the board as a visual anchor for the STEAM introduction.
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Welcome & Student Check-In (8–10 min)	
Educator Script	<i>Greet students warmly as they arrive and invite them to pick up their Check-In Form.</i> "Good [morning/afternoon], friends! Before we start today, I want to know, how are you feeling right now? Take a look at the feeling words and emoji on your form and circle or cut and paste the one that shows how you feel inside today." <i>Give students 2–3 minutes. Then invite 3–4 volunteers to share.</i> "Who would like to share? Tell us: 'I am feeling ___ today because ___.' All feelings are welcome here!" Say It Game: Joyful "Our feeling word today is joyful. Say it together, joyful! Now whisper it. Now say it like glitter just exploded everywhere, and it's the most magical thing you've ever seen! Turn and say 'I feel joyful!' to a friend." "When you feel joyful, it means your heart is doing a little happy dance! It is a feeling of being extremely happy, cheerful, and full of big smiles. Can everyone show me how your heart feels when you are joyful? Do your happy dance!" "In today's story, a little girl discovers that the secret to making everything better is simple: just add glitter! Let's find out more!" Modifications: • Emerging: Provide printed emoji chart. Allow students to point to their feeling instead of writing or cutting. • Advanced: Ask students to share two feelings and explain what caused each one.

Activate Prior Knowledge (7 min)	
Educator Script	<i>Hold up a small container of glitter (or a picture of glitter).</i> "What is this? [Glitter!] Have you ever used glitter? What did you put it on? What happened?" <i>Take 3–5 responses, then shift:</i> "Glitter does something interesting; it makes things sparkle. It takes something ordinary and makes it feel special. What if you could add glitter to anything in the whole world? What would you choose? Turn and tell a partner!"

Take 4–5 imaginative responses. Celebrate the wildest ideas.

"Today's book, *Just Add Glitter* by Angela Diterlizzi, is about a girl who does exactly that. As I read, notice what she adds glitter to and how it changes everything. Does glitter always make things better? Let's find out!"

Science of Reading Mini Lesson: Phonological Awareness (10 min)

Teacher-Led Instruction

Step 1 — Introduce (All Grades):

"Good readers listen carefully to the sounds and parts of words. Just like glitter is made of tiny little pieces that come together to make something sparkly, words are made of tiny little sounds that come together to make meaning. Let's explore them!"

Step 2 — Kindergarten (Syllable Clapping):

"We're going to clap the beats in our glitter words! Watch me: 'glit-ter' — [clap clap], 2 beats! Now try with me: 'spar-kle' [clap clap]. 'mag-ic' [clap clap]. 'beau-ti-ful' [clap clap clap]. How many beats in 'shine'? [clap, 1!]"

Teacher tip: After clapping, hold up fingers for each syllable — students have a visual AND tactile anchor. For a fun twist, use a 'glitter shake' (shake a sealed container of glitter) for each beat instead of clapping!

Step 2 — 1st Grade (Elkonin Box Segmentation):

What are Elkonin Boxes? (Educator Background)

Elkonin Boxes (also called Sound Boxes) are a research-based phonemic awareness tool. Each box represents ONE phoneme (sound), not one letter. The word 'shine' has 5 letters but only 3 sounds (/sh/-/i/-/n/), so it uses 3 boxes. Students push one counter per sound as they say it aloud — the physical motion anchors the auditory learning. (Florida Center for Reading Research; Reading Rockets)

"Watch me. The word is 'shine.' /sh/ [push] — /i/ [push] — /n/ [push]. Three sounds, three boxes! Now let's try 'spark' together. Say it slowly..."

Practice words from the book: shine (/sh/-/i/-/n/ = 3), glow (/g/-/l/-/ō/ = 3), bright (/b/-/r/-/ī/-/t/ = 4), gem (/j/-/ĕ/-/m/ = 3)

Step 2 — 2nd Grade (Phoneme Substitution):

"We're going to change one sound in a glitter word to make a brand new word! Start with 'shine.' Change the /sh/ to /m/... you get MINE! Now: change the /gl/ in 'glow' to /sh/. [show!] Change the /b/ in 'bright' to /fr/. [fright!]"

Modifications:

- Struggling: For syllables, use a mirror — each jaw drop = one syllable. For Elkonin Boxes, pre-draw the boxes and start with 2-sound words (e.g., 'gem').
- Advanced: Challenge students to sort their sound-swap words into glitter-related vs. non-glitter categories and explain their sorting rule.

Kindergarten

- Syllable counting & clapping — counting beats in glitter-themed words

1st Grade

- Phoneme segmentation using Elkonin Boxes with words from the book

2nd Grade

- Phoneme substitution — changing one sound to make a new word

Read Aloud (15 min)

Educator Script

Hold up Just Add Glitter.

"Let's look at this cover together. The title is *Just Add Glitter*, and the author is Angela Diterlizzi. The illustrator, the person who drew all the pictures is Samantha Cotterill. What do you notice about the cover? [Everything is sparkly! There's glitter everywhere!]"

"As I read, I want you to notice two things: What does the girl add glitter to in this story? And how does glitter change the way things feel?"

During reading, pause at these moments:

- "Look at this page, what did she just add glitter to? How does it look different now? How do you think it feels to be in a place that has glitter on everything?"
- "The story says glitter makes things sparkle. What does sparkle mean? Have you ever seen something sparkle? Where?"
- "Near the end of the story: Has glitter made everything better? What do you think is the real message? Is it actually about glitter? Or is it about something else? [Joy! Seeing beauty in everyday things! Adding a little magic to life!]"
- "How do you add joy to life? What do you see beauty in?"

After reading, quick phonological awareness connection:

"I heard so many great sparkly words! Let's clap the syllables in 'glit-ter' — [clap clap] — 2 beats! What about 'spark-le'? [clap clap]. And 'mag-ic'? [clap clap]."

Modifications:

- Emerging: Seat near the book; use finger pointing to track. Offer the sentence frame: 'The girl added glitter to _____. It made it _____.'
- Advanced: Ask 2nd grade students to identify the story's central message and support their answer with two specific examples from the text.

STEAM Activity: Glitter Fireworks — Science + Math + Observation (20 min)

Educator Script

Part 1 — Introduce the Science (4 min):

"In our story, glitter makes everything more magical, even things you wouldn't expect! Today we're going to do a science experiment that uses glitter to make fireworks. But first, what do you know about fireworks? What do they look like? Sound like? Feel like?"

Take 3–4 responses. Optional: show a brief picture or video of fireworks.

"Here's the science: we are going to create a chemical reaction. That's when two things combine and make something completely new happen, like fizzing, bubbling, or popping. Today, baking soda and vinegar are going to react, and glitter is going to make it look just like a fireworks show!"

Part 2 — Make Predictions (2 min):

"Before we add the vinegar, I want you to predict, that's a science word for making a smart guess about what will happen. Look at the baking soda, food coloring, and glitter in the dish. What do you think will happen when we add the vinegar? Tell a partner, then we'll write a few predictions on the board."

Record 3–4 student predictions on chart paper or the board.

Part 3 — Experiment! (10 min):

"Now, let's add the vinegar! Each group will take turns using a small cup or dropper to slowly add vinegar to the dish. Watch carefully, this is your science observation time!"

As the reaction occurs, circulate and ask:

- What do you notice? What is happening?
- How does the glitter move when the vinegar hits the baking soda?
- Did the results match your prediction? What was surprising?
- What do you think will happen if we add MORE baking soda?

"After, ask: 'What caused the fizzing and bubbling?' [The baking soda and vinegar reacted to make a gas called carbon dioxide, the bubbles push the glitter around!]"

Part 4 — Record (4 min):

"On a strip of paper, draw or write what you observed. Complete this sentence: 'When I added vinegar, I observed _____. I think this happened because _____.'"

Modifications & Extensions:

- Emerging: Pre-write the observation sentence frame on their strip. Let students draw their observation and dictate the 'because' with educator support.

- Advanced: Challenge students to design a second test — 'What would happen if you changed one thing? Less baking soda? More vinegar? Warm vinegar?' Record a new prediction and test it.
- Cleanup tip: Glitter is persistent! Have paper towels and wipes ready. Consider placing butcher paper under the dish to catch overflow.

Closing & Celebration (5 min)

Educator Script

"Look at that! We added glitter to a science experiment and made fireworks! We are just like the story making everything magical and joyful. Science can be magical too!"

"Before we go, let's say our feeling word one more time: joyful! Because today you listened to a story, practiced your sound skills, and made a real chemical reaction sparkle. That's incredible. Next time, we'll read our book again and go even deeper into the art of glitter. See you then!"

SCRIPTED LESSON PACKAGE

Just Add Glitter by Angela Diterlizzi

Lesson 2 of 3 — Shared Reading & Vocabulary Exploration

⌚ 60 minutes • STEAM Focus: Glitter Paint — Visual Art + Science + Creative Expression

Standards

Reading Prose & Poetry / Literary Text:

- K: LA.K.RP.2 With adult help, I can tell the main character, setting, and important events in a story.
- 1st: LA.1.RP.2 I can tell the characters, setting, and what happens in stories.
- 2nd: LA.2.RP.4 I can describe how a story is written, including how the problem is solved.

Science of Reading: Vocabulary Focus:

- K: LA.K.RP.6 With adult help, I can ask and answer questions about important details in stories.
- 1st: LA.1.RP.6 I can ask and answer questions about important details in stories.
- 2nd: LA.2.RP.6 I can ask and answer different kinds of questions about stories I have read.

Objectives

Adult Language (SWBAT):

- Students will be able to identify and explain key vocabulary words (sparkle, transform, ordinary, magnificent, shimmer) using context clues from the text and illustrations.
- Students will be able to create their own Glitter Paint artwork while exploring how materials interact and mix, connecting the story's theme of transformation to a hands-on creative science experience.

Student-Friendly Language:

- I can explain what important words in our story mean.
- I can make my own glitter paint and create a sparkling masterpiece!

BOOK	BIG IDEA	VOCAB WORD
Just Add Glitter by Angela Diterlizzi	Glitter transforms ordinary things into something magnificent. Joy is found in seeing beauty everywhere.	Sparkle, Transform, Ordinary, Magnificent, Shimmer

Reading & Vocabulary	STEAM: Glitter Paint (from 4-H STEAM Imagination Guide)
• Just Add Glitter by Angela Diterlizzi • Vocabulary word cards: sparkle, transform, ordinary, magnificent, shimmer • Chart paper for class vocabulary anchor chart • Helix K-2 Daily Check-In Form (student copies) • Emoji Faces / Feeling word cards	• Clear glue — squeeze bottles or small containers (one color set per table) • Liquid watercolor paint or food coloring (multiple colors) • Glitter (various colors) • Paint brushes • White paper or cardstock (one sheet per student) • Small mixing containers (one per color) • Optional: watercolor paper for a more textured surface

PRE-LESSON SET-UP

- Write the 5 vocabulary words on chart paper with blank boxes beside each for student-drawn definitions.

- Set out Check-In Forms and emoji/feeling word cards at each student's spot.
- Pre-mix the glitter paint stations: Squeeze clear glue into small containers (one per color), add a few drops of watercolor paint or food coloring, and place glitter nearby for students to add. Do not mix glitter in advance, students adding it is part of the discovery.
- Bookmark key vocabulary pages in Just Add Glitter for the shared reading stops.
- Optional: display 1–2 examples of glitter paint artwork on the board as a visual anchor.

Welcome & Student Check-In (5 min)

Educator Script

Greet students warmly as they arrive.

"Welcome back, friends! Before we dive in, let's check in. Show me with your emoji, or tell me with words, how you're feeling today."

Take 2–3 brief responses. Connect to the story theme:

"Last time we read about a girl who adds glitter to make everyday things more magical. Think about something in YOUR life that feels ordinary right now, something plain, nothing special. Now imagine adding glitter to it. How would it change? How would it make you feel? Today we're going to explore that question through our vocabulary and through art!"

Modifications:

- Emerging: Sentence frame: 'Something ordinary is _____. With glitter, it would be _____.'
- Advanced: 'Why do you think some people find joy in small, sparkly things? What does that say about them?'

Activate Prior Knowledge + Vocabulary Introduction (10 min)

Educator Script

Educator Background: 4-Step Vocabulary Routine.

The 4-Step Vocabulary Routine (Say It → Define It → Connect It → Use It) gives students a consistent, repeatable structure for learning new words deeply. Each word takes approximately 2 minutes, and can be extended for learners to more deeply understand new words.

Introduce the Routine:

"Yesterday we read Just Add Glitter and did a science experiment! Who can remember — what were some of the things the girl added glitter to in our story? Turn and tell a partner before sharing out!"

After 2–3 shares:

"Today we're going to learn 5 powerful words from Just Add Glitter using our Word Detective Routine. Every time I show you a new word, we'll do 4 things together: SAY IT — DEFINE IT — CONNECT IT — USE IT. Ready? Let's shine!"

Word 1: SPARKLE

"SAY IT: Sparkle. Say it with me, sparkle. Whisper it. Now say it like you ARE sparkling right now!"

"DEFINE IT: Sparkle means to shine with small, bright flashes of light. Say the word again, and make your hands look like something that sparkles!"

"CONNECT IT: In our story, glitter sparkles when it catches the light, tiny flashes everywhere! Think about something you've seen that sparkles. Maybe stars? Water in the sun? Sequins on a shirt?"

Grade-level USE IT:

- K: Make your hands sparkle! Now show a partner what YOU would add glitter to so it sparkles.
- 1st: Complete your sentence frame strip: '_____ sparkles when _____.'
- 2nd: On your whiteboard, write one sentence: describe something you've seen sparkle and what made it shine.

Word 2: TRANSFORM

"SAY IT: Transform. Altogether, transform. Say it like something is actually changing right now!"

"DEFINE IT: Transform means to completely change from one thing into something very different."

"CONNECT IT: In our story, glitter transforms ordinary objects, a plain jar becomes something magical, a simple card becomes extraordinary! Can you think of something in nature that transforms? (A caterpillar transforms into a butterfly! A seed transforms into a flower!)"

Grade-level USE IT:

- K: Stand up — now transform your body into something glittery and fancy! (Give 10 seconds.) You just transformed!
- 1st: Complete: 'Glitter transforms ___ into ___.'
- 2nd: Write a sentence using both 'ordinary' AND 'transform.'

Word 3: ORDINARY

"SAY IT: Ordinary. Say it together, ordinary. Now say it like it's the most plain, boring thing in the world... because it kind of means that!"

"DEFINE IT: Ordinary means normal, plain, everyday, nothing special about it. Say the word again, showing your face when you see something ordinary."

"CONNECT IT: Before the girl added glitter, everything in our story was ordinary, plain jars, plain cards, plain shoes! Can you find something ordinary in this room right now? Something plain that could become extraordinary with a little sparkle?"

Grade-level USE IT:

- K: Point to something ordinary in our room. Now whisper to a partner what it could look like with glitter!
- 1st: Complete your sentence frame: 'Something ordinary is ___. But with glitter, it could become ___.'
- 2nd: Write: 'Something ordinary I would transform is ___ because ___.'

Word 4: MAGNIFICENT

"SAY IT: Magnificent. Together, magnificent. Say it like you just saw something that took your breath away!"

"DEFINE IT: Magnificent means extremely beautiful and impressive, so stunning it stops you, and you have to focus on it."

"CONNECT IT: When glitter is added in our story, ordinary things become magnificent! Think about something you've seen that felt truly magnificent, a fireworks show, a sunset, a really incredible birthday cake?"

Grade-level USE IT:

- K: Make your most magnificent pose! What would YOU look like if you were magnificent?
- 1st: Complete: '___ is magnificent because ___.'
- 2nd: Write a sentence: 'Something ordinary that could become magnificent is ___ if ___.'

Word 5: SHIMMER

"SAY IT: Shimmer. Together, shimmer. Say it softly, like it's gently glowing."

"DEFINE IT: Shimmer means to shine with a soft, gentle, flickering light. Shimmer is like sparkle's quieter cousin, think of light on water, or the glow of a candle."

"CONNECT IT: Glitter doesn't just sparkle, sometimes it shimmers, catching light softly as it moves. Shimmer is gentle. Can you think of something that shimmers rather than sparkles? (Soap bubbles! A pearl! A calm lake at sunset!)"

USE IT (all grades): Show me shimmer with your fingers — soft and slow, like light on water. Now use it in a sentence with a partner: '___ shimmers when ___.'

Shared Reading with Vocabulary Stops (15 min)

Educator Script

Hold up Just Add Glitter and reread with intention, pausing at vocabulary opportunities.

"Let's read together again, this time, be vocabulary detectives and story analyzers. Pay attention to how this story builds. Does it follow a pattern? Does anything repeat?"

During reading, pause at these moments:

- "Look at this page, before and after glitter. Which vocabulary word describes the before? [ordinary!] Which word describes the after? [magnificent! sparkle! shimmer!]"
- "The story keeps showing us ordinary things becoming extraordinary. What is the author trying to tell us? Is she really just talking about glitter, or is she talking about something bigger? [Joy, creativity, seeing the world differently]"
- "How does the girl feel on each page? How do the illustrations show her feelings without many words?"

After Reading Discussion:

"Turn and tell your partner: What is the big message of this story? Use at least one vocabulary word in your answer. [Example: 'Glitter can transform ordinary things into something magnificent.']"

Modifications:

- Emerging: Provide a simple before/after T-chart — students draw or describe one ordinary thing from the story and what it became with glitter.
- Advanced: 2nd grade: 'How does Angela Diterlizzi use both the text and Samantha Cotterill's illustrations together to show transformation? Give two specific examples.'

STEAM Activity: Glitter Paint — Visual Art + Science + Creative Expression (22 min)

Educator Script

Part 1 — Introduce the Activity:

"In our story, glitter transforms ordinary things into something magnificent. Today, you are going to make your own glitter paint and create a sparkling masterpiece!"

Demonstrate at the front:

"Watch me. I'm going to squeeze some clear glue into this container. Now I'm going to ask you, what do you think will happen when I add watercolor paint? [Take predictions.] Let's find out!"

Add a few drops of paint and stir. Ask: 'What happened?' Then add glitter and stir again.

"Now our paint sparkles! This is glitter paint. You're going to make your own, and then use it to paint anything you imagine. A landscape? An animal? A magical creature? Something from our story? Whatever you choose!"

Part 2 — Mix & Create:

"Step 1: Choose your colors. Add paint drops to your glue container. Notice what happens when the colors mix!"

"Step 2: Add your glitter. How much do you want? A little shimmer or a LOT of sparkle? Step 3: Dip your brush and create your masterpiece!"

As students paint, circulate, and narrate/ask:

- What material made the brightest color? What color did you like the most?
- What do you notice as you paint? Does the glitter paint feel different from regular paint?
- What vocabulary word describes your painting right now? [sparkle, shimmer, magnificent...]
- What did you decide to paint? How does glitter change the way it looks?

Part 3 — Title & Write:

"At the bottom of your paper, write or dictate a title for your masterpiece, and add one sentence using a vocabulary word from today. Example: 'My magnificent forest shimmers in the moonlight.'"

Modifications & Extensions:

- Emerging: Pre-mix one color of glitter paint for students who find mixing overwhelming. Let them focus on the painting and narrate their process aloud.
- Advanced: Challenge students to mix two different colors of glitter paint and describe what happened. Ask: 'Did you create a new color? What vocabulary word describes the result?'

Closing & Reflection (5 min)

Educator Script

"Hold up your glitter paint masterpiece and look at what you created! You mixed materials together, just like a scientist, and made something magnificent, just like the girl in our story."

Do a quick vocabulary review:

"I'll say a definition, you show me the sparkle! [wiggle fingers] 'To shine with small flashes of light.' [sparkle!] 'Extremely beautiful and impressive.' [magnificent!] 'To completely change from one thing into something very different.' [transform!]"

"In our next lesson, we're going to go outside and use nature to create something magical, a nature wand! Start thinking about what you'd like your wand to do. See you next time!"

SCRIPTED LESSON PACKAGE

Just Add Glitter by Angela Diterlizzi

Lesson 3 of 3 — Writing & Celebration

⌚ 60 minutes • STEAM Focus: Nature Magic Wand — Art + Science + Creative Expression

Standards

Reading Prose & Poetry / Literary Text:

- K: LA.K.RP.2 With adult help, I can tell the main character, setting, and important events in a story.
- 1st: LA.1.RP.2 I can tell the characters, setting, and what happens in stories.
- 2nd: LA.2.RP.4 I can describe how a story is written, including how the problem is solved.

Science of Reading: Writing Focus:

- K: LA.K.W.1 With adult help, I can write about a topic or tell a story using a mix of drawing, dictating, and writing.
- 1st: LA.1.W.1 I can write opinions, informative pieces, and narratives for different reasons and audiences.
- 2nd: LA.2.W.1 I can write for different purposes and audiences, using what I know about writing.

Objectives

Adult Language (SWBAT):

- Students will be able to write and illustrate their own 'Just Add ___' story page, using grade-appropriate sentences, imaginative vocabulary, and illustration details that extend the text mirroring the structure and theme of Just Add Glitter.
- Students will be able to create a Nature Magic Wand using natural materials and glitter, connecting story themes of creativity and transformation to a hands-on nature and art experience.

Student-Friendly Language:

- I can write my own 'Just Add ___' page — choosing something that transforms the ordinary into the extraordinary!
- I can build a nature wand and use it to tell a story or cast a spell of creativity!

BOOK	BIG IDEA	VOCAB WORD
Just Add Glitter by Angela Diterlizzi	You don't need glitter to make something magnificent — just imagination, creativity, and courage to try.	VOCAB FOCUS — Review: sparkle, transform, ordinary, magnificent, shimmer

Reading & Writing	STEAM: Nature Magic Wand (from 4-H STEAM Imagination Guide)
• Just Add Glitter by Angela Diterlizzi • Helix K-2 Daily Check-In Form (student copies) • Emoji Faces / Feeling word cards • Chart paper + markers for shared writing model • Pre-printed 'Just Add ___ Story Page' template, one per student (large blank illustration box at top, writing lines at bottom) • Pencils and fine-tip black markers for final tracing • Crayons, colored pencils, or watercolor paints for illustrations • Optional: sentence starter strips for emerging writers	• Outdoor access for a nature walk to collect sticks (or pre-collected sticks) • Cardboard (for cutting star or wand-top shapes, one per student) • Scissors (educator pre-cuts cardboard stars for younger students) • Craft glue or glue gun (educator-use only for glue gun) • Paintbrushes for applying glue • Leaves, flower petals, small twigs, and other natural materials • Glitter

- One piece of cardstock for class book cover + binder rings or stapler

- Optional: ribbon, yarn, or twine to wrap the stick handle

PRE-LESSON SET-UP

- Pre-cut cardboard star or wand-top shapes — one per student (approximately 3–4 inches). Pre-scoring them helps students glue them easily.
- If going outdoors for stick collection: identify a safe outdoor area and plan the route. If staying indoors: pre-collect sticks of varied sizes (one per student).
- Set out Check-In Forms and emoji/feeling word cards at each student's spot.
- Prepare the writing model on chart paper: draw a simple illustration of something glittery and write 'Just add SUNSHINE and everything glows like gold!' as a teacher example — showing students can choose ANY magical ingredient, not just glitter.
- Display the vocabulary anchor chart from Lesson 2 for ongoing reference.
- Prepare the class book cover: write 'Our Class Book: Just Add ____!' on cardstock with a blank center for students to decorate.

Welcome & Student Check-In (8 min)

Educator Script

Greet students warmly as they arrive.

"Good [morning/afternoon], friends! Today is our final lesson with glitter, and it's wand making day! Before we dive in, let's check in."

Have students complete their Check-In Form. After 2–3 minutes, invite sharing.

"Who would like to share how they're feeling? Tell us: 'I am feeling ____ today because ____.'"

Say It Game — Feeling Word Focus:

"Our feeling word today is magnificent. Say it together, magnificent! Now say it quietly. Magnificent describes something that is so big, beautiful, or grand that it takes your breath away. It's a 'super-word' for amazing."

"Now say it like you are the most magnificent thing in the whole room, because you are! Turn and say 'You are magnificent!' to a friend."

"Our story says glitter makes things magnificent. Today you are going to decide what your magical ingredient is, what you would add to make the world a little more extraordinary. Let's find out!"

Modifications:

- Emerging: Emoji chart for pointing. Invite students to show their magnificent face.
- Advanced: 'Think about the last three lessons. What is the BIG idea across everything we did — the science experiment, the glitter paint, the story? What did it all have in common?'

Science of Reading: 'Just Add ____' Writing Mini Lesson (10 min)

Educator Script

What is the Writing Connection? (Educator Background)

Writing from mentor texts is a research-supported literacy strategy that helps students internalize the structures, vocabulary, and craft of strong writing by using a familiar book as a model. Just Add Glitter has a clear, repetitive pattern — one ordinary thing, one magical ingredient, one transformed result — that makes it an ideal mentor text for K–2 writers at any level. Students focus on imaginative word choice, sentence structure, and illustration details that extend meaning beyond the words on the page.

Step 1 — Study the Mentor Text:

"Before we write, let's look at Just Add Glitter one more time, but this time we're looking at it like writers. Writers learn from other writers! What do you notice about how the author Angela Diterlizzi built this story? [It has a pattern. Something ordinary + add glitter = something magnificent. Short sentences. Big, bold illustrations that show the transformation.]"

Step 2 — Expand the Idea:

"Here's the exciting part, your magical ingredient doesn't have to be glitter! It can be anything. Just add sunshine. Just add music. Just add laughter. Just add kindness. Just add mud! What would you add to make the world more extraordinary?"

Step 3 — Shared Writing Model:

"Let me show you what a 'Just Add ____' page looks like. Watch me write and illustrate."

Model on chart paper or the white board, and think aloud as you write and draw:

"I'm going to choose... sunshine. [Write 'Just add sunshine.' on chart paper.] Now, what does sunshine do? [Pause.] Just add sunshine and the world glows like gold! [Write it, then begin sketching golden rays, a sunny landscape.] See how my illustration adds details that the words don't say? Flowers are opening! Shadows disappearing! My picture goes beyond my sentence."

Step 4 — Brainstorm:

"Now it's your turn to brainstorm. Close your eyes. Think of ONE magical ingredient, something that, when you add it, changes everything. Got one? Whisper it to a partner!"

Take 3–4 shares. Celebrate the most unexpected and creative answers.

Modifications:

- Emerging: Provide students with magical ingredients and brainstorm how that would make the world work.
- Advanced: Have students use the illustration to show a "Before and After" contrast on a single page. Ask students to explain what is the process for the transformation.

Writing Work Time: 'Just Add ____' Story Pages (15 min)

Educator Script

"Take your story page template. At the top is your illustration box, that's where your transformation lives. At the bottom are your writing lines. Let's create!"

Grade-Level Writing Guidance:

- Kindergarten: Write 'Just add ____.' using best sound spelling and/or dictation. Focus on the illustration, draw the ordinary thing and the magical thing it becomes. Use the sentence starter strip if needed.
- 1st Grade: Write the sentence frame and add one detail sentence that tells more. Example: 'Just add music. Everything starts to dance, even the buildings!'
- 2nd Grade: Write 2–3 sentences. Include a detail that makes the transformation feel completely real and vivid. Try to use at least one vocabulary word from Lesson 2 (sparkle, transform, ordinary, magnificent, shimmer).

Circulate and prompt with these questions:

- What magical ingredient did you choose? Why that one?
- What does it transform? What's different after you add it?
- What details can your illustration show that your words don't say?
- Can you use a vocabulary word from our anchor chart somewhere on your page?

Modifications:

- Emerging: Pre-write 'Just add ____.' on their page. Offer a printed picture menu of magical ingredients (sunshine, music, laughter, glitter, kindness, stars) to spark ideas. Let students draw first, then dictate while the educator or peer scribes.
- Advanced: Write your "Just add..." sentence, then add a second sentence starting with "Because of this..." or "Now..." to show how the world reacts to your magic. This emphasizes cause and effect for students.

Class Book Assembly & Author's Celebration (if time allows)

Educator Script

Educator Note: This celebration is the culmination of the writing work time above. It can happen at the end of this session or at the start of the next gathering. The completed story pages become the class book.

"It's time to celebrate! Let's do an Author's Share. I'll give a few friends the chance to hold up their page, show their illustration, and read their 'Just Add ____' sentence aloud. Authors: stand proud, hold your work up high, and share your magic with us!"

Call on 4–6 students to share. Celebrate specific details — the magical ingredient they chose, vocabulary words used, illustration choices.

"Now let's put all our pages together to make our class book. We're ALL the authors and illustrators of this one! Let's sign our names on the cover together."

Assemble pages with the cover. Bind with binder rings or stapler along the left edge.

STEAM Activity: Nature Magic Wand — Art + Science + Creative Expression (17 min)

Educator Script

Part 1 — Nature Walk & Collect:

"The girl in our story used glitter to make magic. Today you are going to make a wand, because every magnificent creator needs a wand! First, we're going to take a short nature walk to collect our sticks and any natural decorations we want: leaves, petals, small twigs, interesting bark, anything that catches your eye."

Lead a brief outdoor walk. If indoors, distribute pre-collected sticks and a nature materials tray.

"As you collect, ask yourself: 'What does this stick want to become?' A wizard's wand? A fairy wand? A wand that casts kindness spells? There are no wrong answers!"

Part 2 — Build Your Wand (10 min):

"Now we'll build! Here's how:"

"Step 1: glue your cardboard star (or shape) to the top of your stick."

"Step 2: tear your natural materials into smaller pieces."

"Step 3: use a paintbrush to spread glue on your star and press the leaves and petals on."

"Step 4: add glitter to make it truly magical!"

Circulate and ask:

- What does your wand do? What does it make happen in the world?
- How is building this wand like what the girl in our story does, adding something to transform the ordinary?
- Which vocabulary word describes your wand? [magnificent, sparkle, shimmer...]

Part 3 — Name Your Wand:

"Every magical wand deserves a name! On a small strip of paper, write your wand's name and one thing it can do. Attach it to your wand with a piece of tape. Example: 'The Shimmer Wand, it turns rainy days into rainbows!'"

Modifications & Extensions:

- Emerging: Pre-glue the cardboard star to the stick. Let students focus on decorating with natural materials. Educator or peer scribes the wand's name and power.
- Advanced: Challenge students to write a 3-sentence wand origin story, where did it come from? What gives it its power? Who used it before you?

Closing & Celebration (5 min)

Educator Script

"Look at everything we made together! You read a story about a girl who discovered that just adding glitter could transform the ordinary into the magnificent. You did the same thing: you made fireworks from baking soda and vinegar, painted with glitter, wrote your own magical story pages, and built wands from nature."

Invite students to wave their wands:

"Wave your wand and say the name of your magical ingredient. Just add ____! Because here's what I know after these three lessons: you don't need glitter to make something magnificent. You just need imagination, creativity, and the courage to try. And you have all three."

"Let's say our feeling word one last time: magnificent. Because that's exactly what you are."

GRAB AND GO LESSON PACKAGE

Just Add Glitter by Angela Diterlizzi

Lesson 1 of 3 — Introducing Glitter & Phonological Awareness

⌚ 60 minutes • 🌱 Glitter Fireworks (Science + Math + Observation)

BOOK

Just Add Glitter by Angela Diterlizzi

BIG IDEA

Adding creativity and joy can transform everyday moments into something magical.

VOCAB WORD

Joyful: feeling extremely happy, cheerful, and full of big smiles

Materials

SUPPLIES

- Just Add Glitter by Angela Diterlizzi
- Whiteboard or chart paper + markers
- Helix K-2 Daily Check-In Form (student copies)
- Feeling word cards / emoji visuals
- Baking soda
- Vinegar
- 9"×13" baking dish — one per table or shared
- Food coloring
- Glitter
- Small cups or droppers
- **TO PRINT:** Helix Daily Check-In Form

OPTIONAL / GRADE LEVEL SPECIFIC

- **K:** Syllable picture cards (glit-ter, spar-kle, mag-ic, beau-ti-ful, fire-works)
- **1st:** Printed Elkonin Box sheets (3–4 boxes per row); counters or bingo chips — 3–4 per student
- **2nd:** Mini whiteboards + dry-erase markers OR lined paper
- Small mirrors to watch mouth movements while producing sounds
- Paper towels or wipes for cleanup after the Glitter Fireworks experiment
- Optional: pictures or short video of real fireworks to anchor the introduction

Pre-Lesson Set-Up

1. Write 'Just Add Glitter' on the board. Below it write: 'What would YOU add glitter to?'
2. Set out Helix Check-In Forms and emoji/feeling word cards at each student's spot.
3. Write today's syllable target words on the board: glit-ter, spar-kle, mag-ic, beau-ti-ful, fire-works.
4. **1st grade only:** Draw 3–4 Elkonin boxes on chart paper. Practice pushing a counter per sound for 'glit' (/g/-/l/-/i/-/t/) and 'spark' (/s/-/p/-/ā/-/r/-/k/).
5. Set up the Glitter Fireworks station in advance: pour a layer of baking soda into the baking dish, set food coloring and glitter nearby, and fill small cups with vinegar. Keep it covered until activity time.
6. Optional: Display pictures of fireworks on the board as a visual anchor.

Welcome & Student Check-In (8–10 min)

1. Greet students warmly and invite them to pick up a Check-In Form.
2. Give students 2–3 minutes to complete the "How am I feeling?" section. Invite 3–4 volunteers to share.
3. Play the Say It Game with the word Joyful.
 - Say it together in different voices.
 - **Define Joyful:** "Joyful means your heart is doing a little happy dance, extremely happy, cheerful, and full of big smiles!" Show your face when joyful.

Modifications:

Emerging: Provide a printed emoji chart. Allow students to point to their feelings instead of writing or cutting.

Advanced: Ask students to share two feelings and explain what caused each one.

Activate Prior Knowledge (7 min)

1. Hold up a small container of glitter (or a picture of glitter). Ask: "What is this? Have you ever used glitter? What did you put it on? What happened?" Take 3–5 responses.
2. "What if you could add glitter to anything in the whole world? What would you choose? Turn and tell a partner!" Take 4–5 responses, celebrate the wildest ideas.
3. Explain that in today's book, glitter changes how the world looks.

Science of Reading Mini Lesson: Phonological Awareness (10 min)

Before Starting: Determine your grade-level structure. Options:

- Separate students into grade levels with an adult or student leader
 - Complete each activity per grade level as a whole group
 - Complete one main activity with the whole group
1. Introduce and model the activity for your grade level (see the leveled table below).
 2. Complete the grade-level or whole-group activity.

Modifications:

Emerging: Use a mirror — each jaw drop = one syllable. For Elkonin Boxes, pre-draw the boxes and start with 2-sound words (e.g., 'gem').

Advanced: Challenge students to sort their sound-swap words into glitter-related vs. non-glitter categories and explain their sorting rule.

Kindergarten	Syllable Clapping • Clap the beats in glitter words. Model: 'glit-ter' [clap clap] = 2 beats! • Try: 'spar-kle' • 'mag-ic' • 'beau-ti-ful' • Ask: 'How many beats in shine?' [!] • Fun twist: use a glitter shake (sealed glitter container) for each beat instead of clapping! • After clapping, hold up fingers for each syllable for a visual + tactile anchor.
1st Grade	Elkonin Box Push • Model pushing one counter per sound. • 'The word is shine. /sh/ [push] — /i/ [push] — /n/ [push]. 3 sounds, 3 boxes!' • Practice: shine (/sh/-/i/-/n/ = 3), glow (/g/-/l/-/ō/ = 3), bright (/b/-/r/-/i/-/t/ = 4), gem (/j/-/ε/-/m/ = 3). Always say sounds aloud as you push.
2nd Grade	Phoneme Substitution • Change one sound in a glitter word to make a new word! • Change /sh/ in SHINE to /m/ → MINE! • Change /gl/ in GLOW to /sh/ → show! • Change /b/ in BRIGHT to /fr/ → fright! • Students write two 'before → after' word pairs and share with the class.

Read Aloud (15 min)

1. Preview the cover and identify author and illustrator. Ask the students to predict what happens.
2. Read the book aloud. Pause at these moments:
 - "What did she just add glitter to? How does it look different now? How would it feel to be in a place that has glitter on everything?"
 - "The story says glitter makes things sparkle. What does sparkle mean? Have you ever seen something sparkle? Where?"
 - "Has glitter made everything better? Is the story really about glitter — or is it about something bigger? [Joy! Seeing beauty in everyday things! Adding a little magic to life!]"
 - "How do you add joy to life? What do you see beauty in?"
3. After reading, quick phonological awareness check: "Let's clap the syllables in 'glit-ter' [clap clap] — 2 beats! 'spark-le'? [clap clap]. 'mag-ic'? [clap clap]."

Modifications:

Emerging: Seat near the book; use finger pointing to track. Offer the sentence frame: 'The girl added glitter to _____. It made it _____.'

Advanced: Ask students to identify the story's central message and support their answer with two specific examples from the text.

STEAM Activity: Glitter Fireworks — Science + Math + Observation (20 min)

Part 1: Introduce the Science

1. **Activate Knowledge:** Discuss fireworks (sights, sounds, feelings).
2. **Define the Reaction:** Explain that mixing baking soda and vinegar creates a chemical reaction (fizzing/bubbling) to move the glitter.

Part 2: Make Predictions

1. **Partner Talk:** Students look at the dry ingredients and predict what will happen when vinegar is added.
2. **Class Record:** Note 3–4 predictions on the board or chart paper.

Part 3: Conduct Experiment

1. **Add Vinegar:** Students use droppers/cups to add vinegar slowly to the dish.
2. **Observe & Inquire:** Circulate and prompt students to describe the movement of the glitter and the gas (CO₂) bubbles.
3. **Test Variables:** Ask what happens if more baking soda or vinegar is added.

Part 4: Record & Reflect

1. **Visual/Written Log:** Students draw or write their observations.
2. **Sentence Stem:** "When I added vinegar, I observed _____. I think this happened because _____."

Cleanup Tip: Glitter is persistent! Have paper towels and wipes ready. Consider placing butcher paper under the dish to catch overflow.

Example Reaction



Modifications:

Emerging: Pre-write the observation sentence frame on their strip. Let students draw their observation and dictate the 'because' with educator support.

Advanced: Design a second test: 'What would happen if you changed one thing? Less baking soda? More vinegar? Warm vinegar?' Record a new prediction and test it.

Closing & Celebration (5 min)

1. Celebrate the student scientists; ask a few students to share what they learned.
2. Redefine the feeling word joyful, and ask how the students felt joyful today or saw someone being joyful today.

GRAB AND GO LESSON PACKAGE

Just Add Glitter by Angela Diterlizzi

Lesson 2 of 3 — Shared Reading & Vocabulary Exploration

⌚ 60 minutes • 🌱 Glitter Paint (Visual Art + Science + Creative Expression)

BOOK

Just Add Glitter by Angela Diterlizzi

BIG IDEA

Glitter transforms ordinary things into something magnificent. Joy is found in seeing beauty everywhere.

VOCAB WORD

Sparkle, Transform, Ordinary, Magnificent, Shimmer

Materials

SUPPLIES

- Just Add Glitter by Angela Diterlizzi
- Vocabulary word cards: sparkle, transform, ordinary, magnificent, shimmer
- Chart paper for class vocabulary anchor chart
- Helix K-2 Daily Check-In Form (student copies)
- Emoji Faces / Feeling word cards
- Clear glue, squeeze bottles or small containers (one color set per table)
- Liquid watercolor paint or food coloring (multiple colors)
- Glitter (various colors)
- Paintbrushes
- White paper or cardstock — one sheet per student
- Small mixing containers — one per color
- **TO PRINT:** Helix Daily Check-In Form

OPTIONAL / GRADE LEVEL SPECIFIC

- Optional: watercolor paper for a more textured surface
- Optional: 1–2 printed examples of glitter paint artwork displayed on the board as a visual anchor
- Pre-Mix Setup: Squeeze clear glue into small containers (one per color), add a few drops of watercolor paint or food coloring. Place glitter nearby — do NOT mix in advance; students adding glitter is part of the discovery.

Pre-Lesson Set-Up

1. Write the 5 vocabulary words on chart paper with blank boxes beside each for student-drawn definitions.
2. Set out Check-In Forms and emoji/feeling word cards at each student's spot.
3. Pre-mix the glitter paint stations.
4. Bookmark key vocabulary pages in Just Add Glitter for shared reading stops.
5. Optional: Display 1–2 examples of glitter paint artwork on the board as a visual anchor.

Welcome & Student Check-In (5 min)

1. Greet students warmly. Ask students to show or share how they're feeling using emojis or words. Take 2–3 brief responses.
2. Recap that the book shows you about a girl who turns the ordinary into extraordinary. Ask the students to think of something that is ordinary that they could make extraordinary with glitter.

Modifications:

Emerging: Sentence frame: 'Something ordinary is _____. With glitter, it would be _____.'

Advanced: Why do you think some people find joy in small, sparkly things? What does that say about them?

Activate Prior Knowledge + Vocabulary Introduction (10 min)

Use the 4-Step Vocabulary Routine for each word: SAY IT → DEFINE IT → CONNECT IT → USE IT

SPARKLE

- **Say It:** "sparkle" — say it together, whisper it, now say it like YOU are sparkling right now!
- **Define It:** To shine with small, bright flashes of light.
- **Connect It:** In our story, glitter sparkles when it catches the light. Think about something you've seen that sparkles — stars? Water in the sun? Sequins on a shirt?
- **Use It:** K: Make your hands sparkle! Show a partner what you'd add glitter to. | 1st: '___ sparkles when ___.' | 2nd: Describe something you've seen sparkle and what made it shine.

TRANSFORM

- **Say It:** "transform" — say it like something is actually changing right now!
- **Define It:** To completely change from one thing into something very different.
- **Connect It:** In our story, glitter transforms ordinary objects — a plain jar becomes magical! Can you think of something in nature that transforms? [A caterpillar into a butterfly! A seed into a flower!]
- **Use It:** K: Stand up and transform your body into something glittery and fancy! | 1st: 'Glitter transforms ___ into ___.' | 2nd: Write a sentence using both 'ordinary' AND 'transform.'

ORDINARY

- **Say It:** "ordinary" — say it like it's the most plain, boring thing in the world!
- **Define It:** Normal, plain, everyday — nothing special about it.
- **Connect It:** Before the girl added glitter, everything in our story was ordinary. Can you find something ordinary in this room right now?
- **Use It:** K: Point to something ordinary in our room. Whisper to a partner what it could look like with glitter! | 1st: 'Something ordinary is ___. But with glitter, it could become ___.' | 2nd: 'Something ordinary I would transform is ___ because ___.'

MAGNIFICENT

- **Say It:** "magnificent" — say it like you just saw something that took your breath away!
- **Define It:** Extremely beautiful and impressive — so stunning it stops you.
- **Connect It:** When glitter is added in our story, ordinary things become magnificent! Think about something you've seen that felt truly magnificent — a fireworks show, a sunset, an incredible birthday cake?
- **Use It:** K: Make your most magnificent pose! | 1st: '___ is magnificent because ___.' | 2nd: 'Something ordinary that could become magnificent is ___ if ___.'

SHIMMER

- **Say It:** "shimmer" — say it softly, like it's gently glowing.
- **Define It:** To shine with a soft, gentle, flickering light — like sparkle's quieter cousin. Think of light on water or the glow of a candle.
- **Connect It:** Glitter doesn't just sparkle — sometimes it shimmers. Can you think of something that shimmers? [Soap bubbles! A pearl! A calm lake at sunset!]
- **Use It:** All grades: Show shimmer with your fingers — soft and slow, like light on water. Use it in a sentence with a partner: '___ shimmers when ___.'

Modifications:

Emerging: Focus on SAY IT and DEFINE IT only for each word. Use picture response cards. When showing the ordinary vs magnificent card, note how the first is an ordinary hat, and the other is a magnificent crown.

Advanced: Challenge students to use all 5 words in one connected sentence or mini-story about glitter.

Shared Reading: Full Book (15 min)

1. Read the book aloud. Pause at these moments:
 - "Before and after glitter — which vocabulary word describes the before? [ordinary!] Which describes the after? [magnificent! sparkle! shimmer!]"
 - "The story keeps showing us ordinary things becoming extraordinary. What is the author really trying to tell us? Is she just talking about glitter, or something bigger? [Joy, creativity, seeing the world differently]"
 - "How does the girl feel on each page? How do the illustrations show her feelings without many words?"
2. After reading discussion: "Turn and tell your partner: What is the big message of this story? Use at least one vocabulary word in your answer."

Modifications:

Emerging: Provide a simple before/after T-chart — students draw or describe one ordinary thing from the story and what it became with glitter.

Advanced: How does Angela Diterlizzi use both the text and Samantha Cotterill's illustrations together to show transformation? Give two specific examples.

STEAM Activity: Glitter Paint — Visual Art + Science + Creative Expression (22 min)

Part 1: Introduce the Activity

1. Show a finished piece of glitter paint art.
2. Demonstrate adding watercolor paint to clear glue. Then add glitter to create the glitter painting.

Part 2: Student Mix & Create

1. **Step 1:** Choose your colors. Add paint drops to your glue. Notice what happens when the colors mix!
2. **Step 2:** Add your glitter. How much do you want? A little shimmer or a LOT of sparkle?
3. **Step 3:** Create a masterpiece.

Part 3: Title & Write

1. At the bottom of your paper, write or dictate a title for your masterpiece.
2. Add one sentence using a vocabulary word from today. Example: 'My magnificent forest shimmers in the moonlight.'

Sample Final Painting



Mixing Paint, Glue, and Glitter



Modifications:

Emerging: Pre-mix one color of glitter paint for students who find mixing overwhelming. Let them focus on the painting and narrate their process aloud.

Advanced: Mix two different colors of glitter paint and describe what happened. 'Did you create a new color? What vocabulary word describes the result?'

Closing & Reflection (5 min)

1. Celebrate the student art and invite students to look at each other's art pieces.
2. Quick vocabulary review: "I'll say a definition — you show me the sparkle! [wiggle fingers]"
 - 'To shine with small flashes of light.' → [sparkle!]
 - 'Extremely beautiful and impressive.' → [magnificent!]
 - 'To completely change from one thing into something very different.' → [transform!]

GRAB AND GO LESSON PACKAGE

Just Add Glitter by Angela Diterlizzi

Lesson 3 of 3 — Writing & Celebration

⌚ 60 minutes • 🌿 Nature Magic Wand (Art + Science + Creative Expression)

BOOK

Just Add Glitter by Angela Diterlizzi

BIG IDEA

You don't need glitter to make something magnificent — you just need imagination, creativity, and the courage to try.

VOCAB WORD

VOCAB FOCUS — Review: sparkle, transform, ordinary, magnificent, shimmer

Materials

SUPPLIES

- Just Add Glitter by Angela Diterlizzi
- Helix K-2 Daily Check-In Form (student copies)
- Emoji Faces / Feeling word cards
- Vocabulary from Lesson 2 (displayed for reference)
- Chart paper + markers for shared writing model
- Pre-printed 'Just Add ___ Story Page' template — one per student (large blank illustration box at top, writing lines at bottom)
- Pencils and fine-tip black markers for final tracing
- Crayons, colored pencils, or watercolor paints for illustrations
- One piece of cardstock for class book cover + binder rings or stapler
- **TO PRINT:** Helix Daily Check-In Form; 'Just Add ___' Story Page template

OPTIONAL / GRADE LEVEL SPECIFIC

- Sticks (collected outdoors) OR pre-collected sticks — one per student
- Cardboard — pre-cut into star or wand-top shapes, one per student (~3–4 inches)
- Scissors (educator pre-cuts for younger students)
- Craft glue or glue gun (educator use only for glue gun)
- Paintbrushes for applying glue
- Leaves, flower petals, small twigs, and other natural materials
- Glitter
- Optional: ribbon, yarn, or twine to wrap the stick handle
- Optional: sentence starter strips for emerging writers

Pre-Lesson Set-Up

1. Pre-cut cardboard star or wand-top shapes — one per student (~3–4 inches). Pre-scoring them helps students glue them easily.
2. **If going outdoors for STEAM:** Identify a safe outdoor area and plan the route for stick collection.
3. **If staying indoors:** Pre-collect sticks of varied sizes (one per student).
4. Set out Check-In Forms and emoji/feeling word cards at each student's spot.
5. Prepare the writing model on chart paper: draw a simple illustration of something glittery and write 'Just add SUNSHINE and everything glows like gold!' as a teacher example, showing students can choose ANY magical ingredient, not just glitter.
6. Display the vocabulary anchor chart from Lesson 2 for ongoing reference.
7. Prepare the class book cover: write 'Our Class Book: Just Add ___!' on cardstock with a blank center for students to decorate.

Welcome & Student Check-In (8 min)

1. Greet students warmly. Have students complete their Check-In Form. After 2–3 minutes, invite sharing.
2. Play the Say It Game with the word Magnificent.
 - Say it together in different voices.
 - **Define Magnificent:** "Magnificent describes something so big, beautiful, or grand that it takes your breath away." Show your face when you see something magnificent.
3. Explain that students are going to determine what their own magical ingredient is today that makes the world magnificent.

Modifications:

Emerging: Emoji chart for pointing. Invite students to show their magnificent face.

Advanced: Think about the last three lessons. What is the BIG idea across everything we did — the science experiment, the glitter paint, the story? What did it all have in common?

Science of Reading: 'Just Add ____' Writing Mini Lesson (10 min)

Note: Just Add Glitter has a clear, repetitive pattern — one ordinary thing + one magical ingredient = one transformed result — making it an ideal mentor text for K–2 writers at any level.

1. Study the Mentor Text: "Let's look at Just Add Glitter one more time, but this time like writers. What do you notice about how Angela Diterlizzi built this story?" [It has a pattern. Something ordinary + add glitter = something magnificent. Short sentences. Big illustrations that show the transformation.]
2. Expand the Idea: "Your magical ingredient doesn't have to be glitter! Just add sunshine. Just add laughter. Just add kindness. Just add mud! What would YOU add to make the world more extraordinary?"
3. Model on chart paper: "I'm going to choose... sunshine. [Write 'Just add sunshine.'] What does sunshine do? Just add sunshine and the world glows like gold! [Write it, then sketch golden rays.] See how my illustration adds details that the words don't say? Flowers are opening! Shadows disappearing!"
4. Brainstorm: "Close your eyes. Think of ONE magical ingredient — something that, when you add it, changes everything. Got one? Whisper it to a partner!" Take 3–4 shares.

Modifications:

Emerging: Provide students with magical ingredient options and brainstorm how that ingredient would change the world.

Advanced: Use the illustration to show a 'Before and After' contrast on a single page. Explain what the transformation process is.

Writing Work Time: 'Just Add ____' Story Pages (15 min)

Grade-Level Writing Guidance:

- **Kindergarten:** Write 'Just add ____' using best sound spelling and/or dictation. Focus on the illustration — draw the ordinary thing and what it becomes. Use sentence starter strips if needed.
- **1st Grade:** Write the sentence frame and add one detail sentence: 'Just add music. Everything starts to dance, even the buildings!'
- **2nd Grade:** Write 2–3 sentences. Include a vivid detail that makes the transformation feel real. Try to use at least one vocabulary word from Lesson 2.

Circulate and prompt with these questions:

- What magical ingredient did you choose? Why that one?
- What does it transform? What's different after you add it?
- What details can your illustration show that your words don't say?
- Can you use a vocabulary word from our anchor chart somewhere on your page?

Modifications:

Emerging: Pre-write 'Just add ____' on their page. Offer a printed picture menu of magical ingredients (sunshine, music, laughter, glitter, kindness, stars). Let students draw first, then dictate while an educator or peer scribes.

Advanced: Write your 'Just add...' sentence, then add a second sentence starting with 'Because of this...' or 'Now...' to show how the world reacts. This emphasizes cause and effect.

Class Book Assembly & Author's Celebration (if time allows)

1. Call on 4–6 students to hold up their page, show their illustration, and read their 'Just Add ____' sentence aloud.
2. Celebrate specific details — the magical ingredient they chose, vocabulary words used, and illustration choices.
3. Create one big classroom book. Assemble pages with the cover. Bind with binder rings or stapler along the left edge.

STEAM Activity: Nature Magic Wand — Art + Science + Creative Expression (17 min)

Part 1: Nature Walk & Collect

1. Show the students a sample wand. Explain that they are going to collect materials from outside to create a magnificent wand.
2. Lead a brief outdoor walk and allow students time to collect materials for their wand. If indoors, distribute pre-collected sticks and a nature materials tray.

Part 2: Build Your Wand (10 min)

1. **Step 1:** Glue your cardboard star (or shape) to the top of your stick.
2. **Step 2:** Tear your natural materials into smaller pieces and glue to your wand.
3. **Step 3:** Use a paintbrush to spread glue on your star and press leaves and petals on.
4. **Step 4:** Add glitter to make it truly magical!

Part 3: Name Your Wand

1. On a small strip of paper, write your wand's name and one thing it can do.
2. Attach the strip to your wand with a piece of tape. Example: 'The Shimmer Wand: it turns rainy days into rainbows!'

Example Wand



Modifications:

Emerging: Pre-glue the cardboard star to the stick. Let students focus on decorating with natural materials. Educator or peer scribes the wand's name and power.

Advanced: Write a 3-sentence wand origin story: Where did it come from? What gives it its power? Who used it before you?

Closing & Celebration (5 min)

1. Review everything the students have accomplished this week.
2. Ask the students to wave their magic wands. If time permits, allow the students time to play with their wands.
3. Reinforce that the students have imagination, creativity, and courage, just like the character in the story.

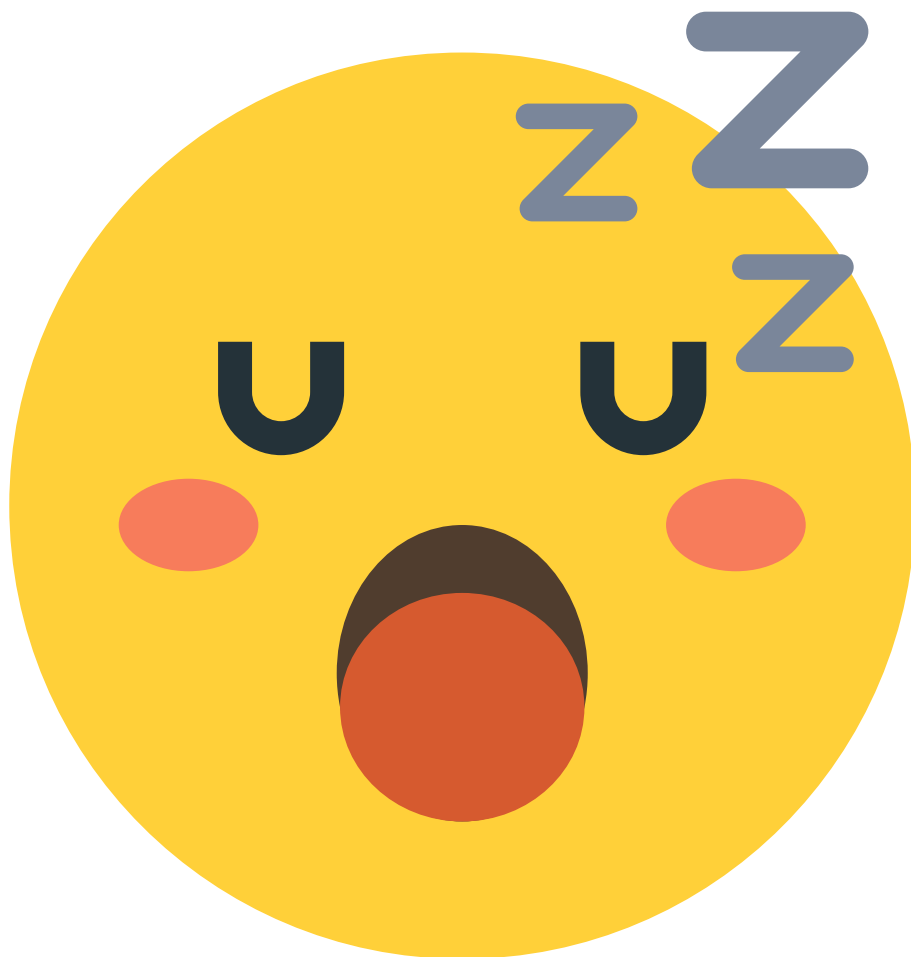
Sound (Elkonin) Box Mats

[illegible]

Happy



Sleepy



Angry



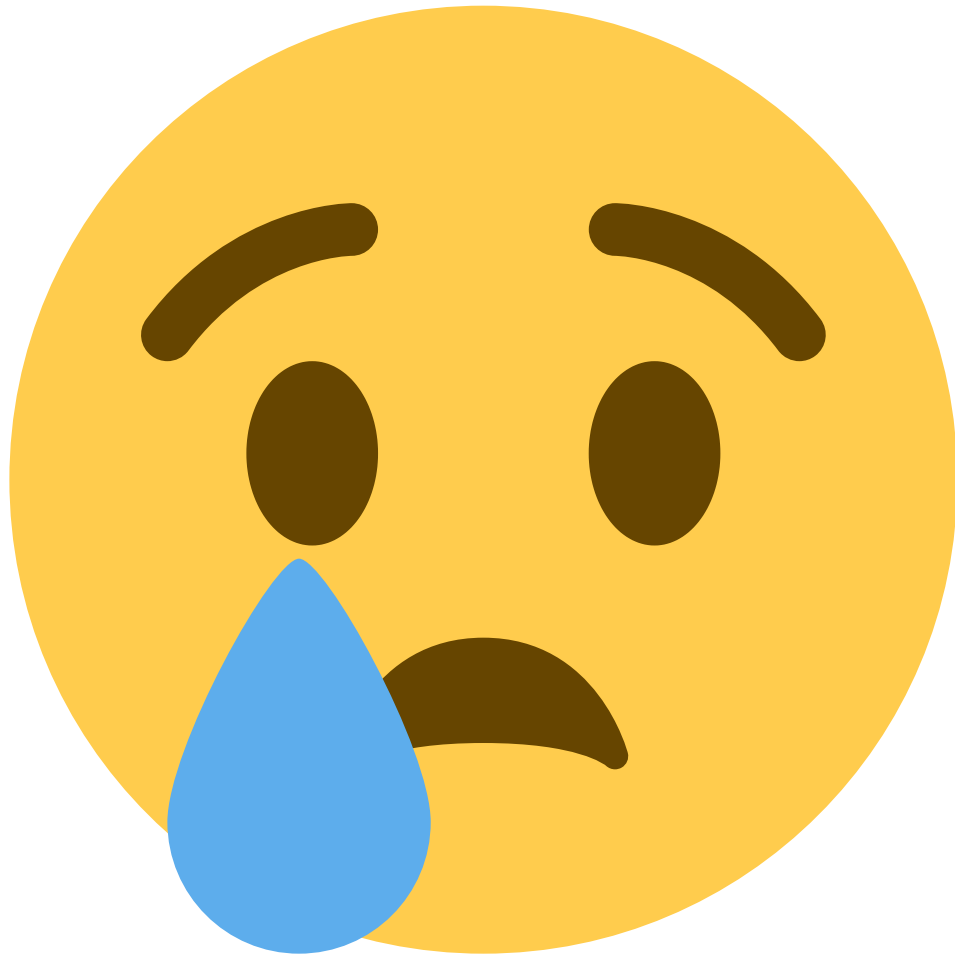
Sick



Nervous



Sad



Scared



Silly



Frustrated



Excited



Calm



Afraid



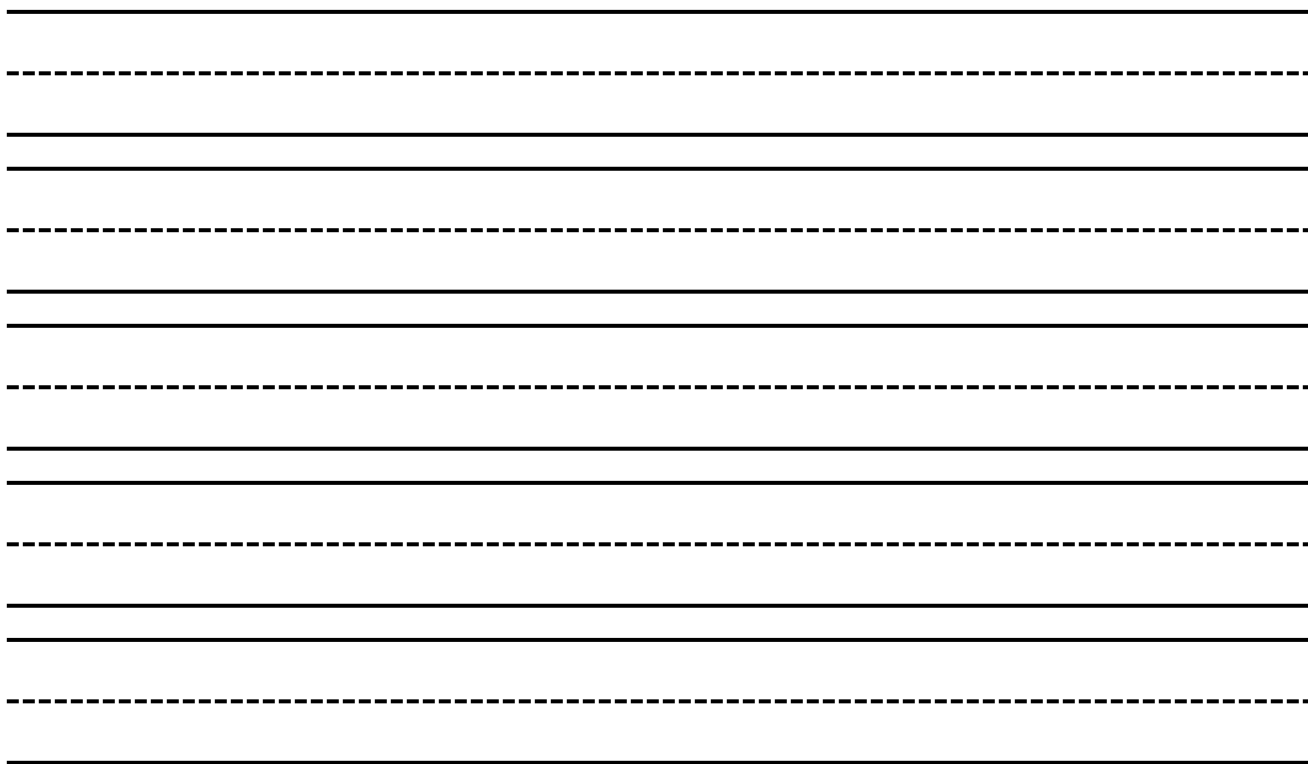
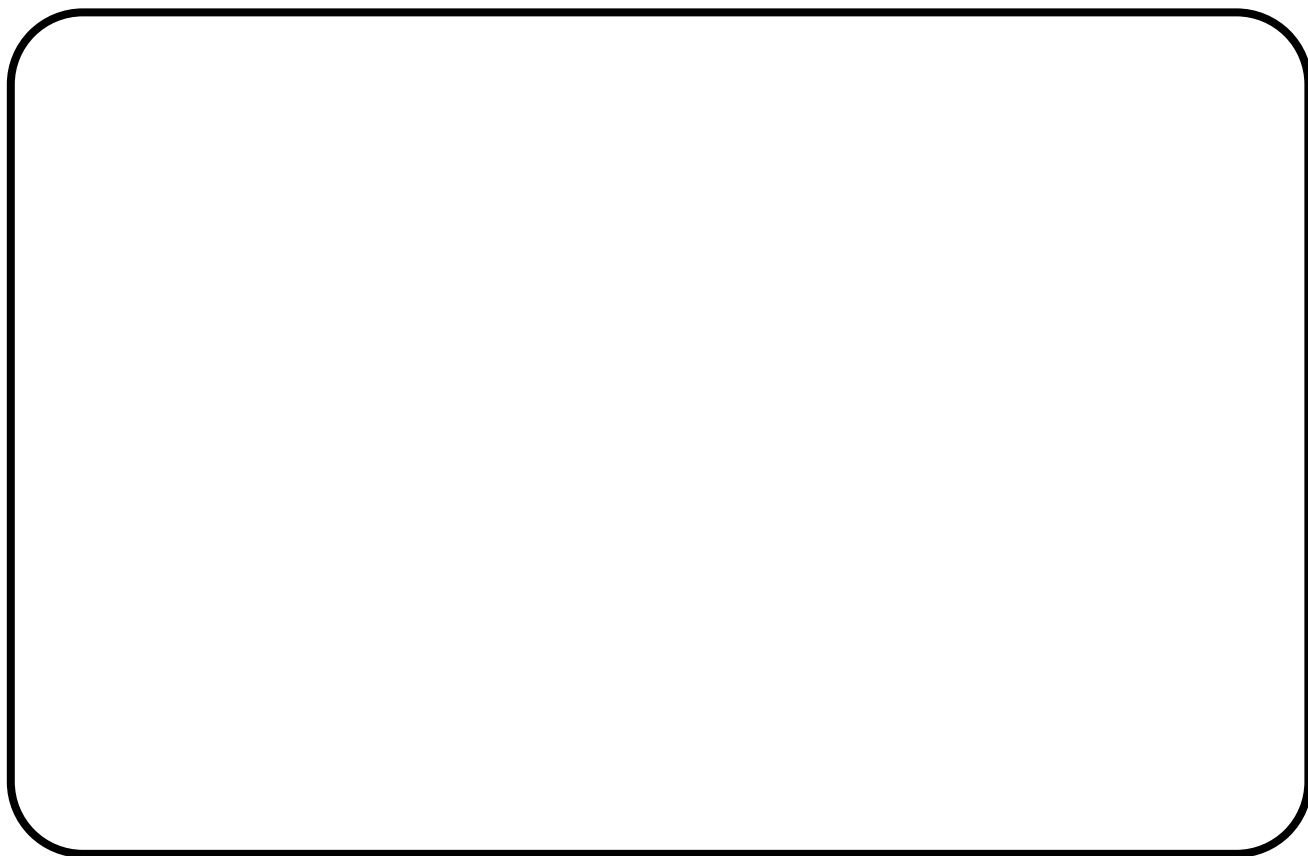
Confused



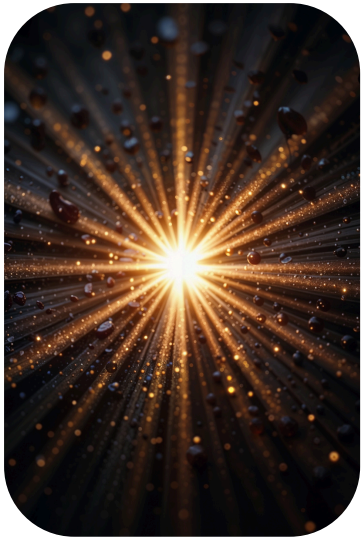
Caring



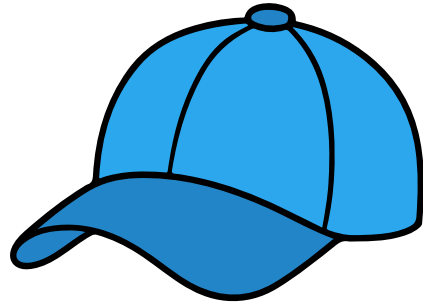
JUST ADD



Just add



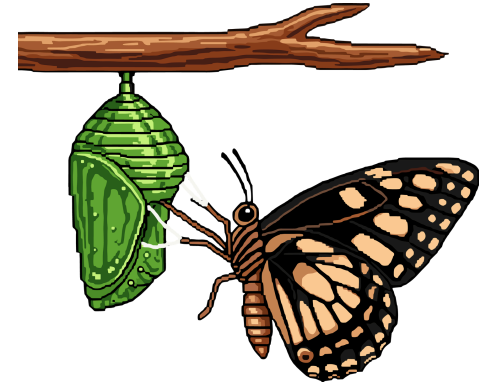
SPARKLE



ORDINARY



MAGNIFICENT



TRANSFORM



SHIMMER

Day of the Week:



Date

What will I do today?

Cut and paste at least 4 pictures of what you will do today. Glue them in the order that you will complete them.

1

2

3

4

How am I feeling?

Cut and paste the feeling faces you are feeling right now.

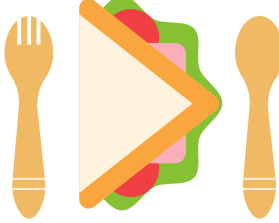
How am I feeling?



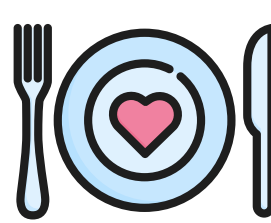
Brush Teeth



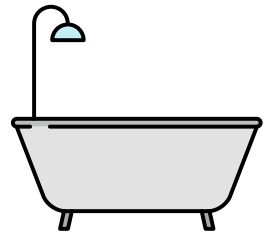
Eat Breakfast



Eat Lunch



Eat Dinner



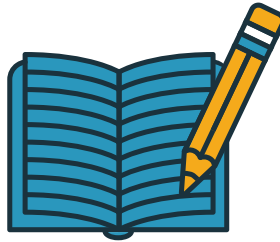
Shower or Bath



Read



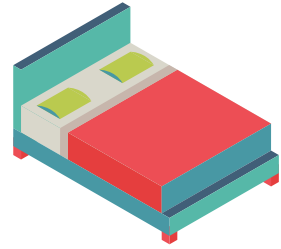
School



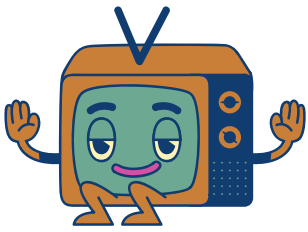
Homework



Exercise



Get ready for bed



Watch TV



Do Your Chores



Wake Up



Play with friends
or family



Relax



Happy



Sleepy



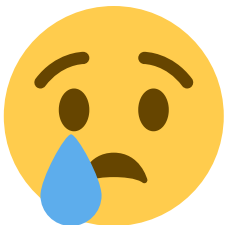
Angry



Sick



Nervous



Sad



Scared



Silly

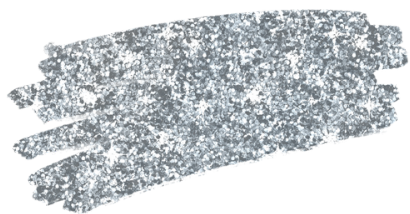


Frustrated



Excited

Cut out each of the schedule squares and the feelings and emotions. Use these to complete your daily reflection. Use the blank boxes to create your own!



glitter

glit · ter



beautiful

beau · ti · ful



sparkle

spar · kle



fireworks

fire · works



magic

mag · ic

Syllable cards for Just Add Glitter