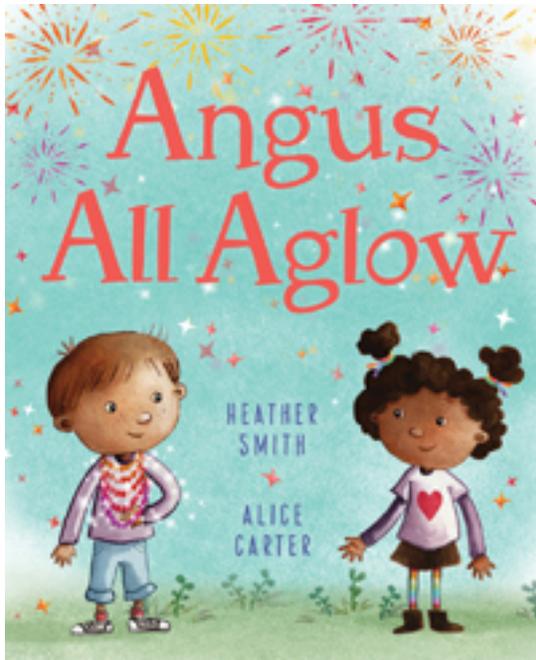

Angus All Aglow

**Summary:**

Angus loves sparkly things. He can even hear the sounds of sparkling things! He feels *all aglow* with an inner sparkle when he is happy. When Angus wears his grandma's sparkly necklace to school the children make fun of him. The kindness of a new friend lights up his life again.

Author: Heather Smith**Illustrator:** Alice Carter

Canadian author **Heather Smith** is proud to be from Newfoundland. She now lives in Waterloo Ontario. Her friend and illustrator **Alice Carter** lives in Ottawa Ontario. (See the book's endpage for more)



WITS Connection: To show how acceptance of differences leads to healthier relationships. This book shows the value of helping, friendship and sharing.

Language Arts Connection: understanding oral narrative, oral inference, reading words. Understand the role of adjectives and synonyms.

Cultural connections: Our holiday celebrations bring many sparkles into our lives like candles, lights, fireworks, smiles, and friendship. This is the perfect after holiday book.

Emotional Learning Connection: Find your inner sparkles!

Pre-reading Activities

Activity 1: VOCABULARY BASE AND EXTENSION

Synthesis	
Educational Intention	<ul style="list-style-type: none"> - Playing with language helps us discover how language works - Stories can be told through pictures and words
Materials	<p>Vocabulary handout</p> <p>Book, projector and digital camera if available</p> <p>Crayons, scissors, glue</p>
Approximate Time	1 hour
Steps Toward Understanding	<p>This story has a lot of wonderful words that will need pre-teaching. At the end of this lesson plan, you will find a list of all the words Angus loves because they are sparkly and make him feel happy. Teach how to pronounce each adjective on the list and guide students toward their meaning. Depending on their development, students could cut out the icons provided and glue them beside an appropriate adjective; They could colour the icons; they could print the adjective of their choice beside the adjective. Note: There are many options for correct choices.</p> <p>These words should be reviewed daily this week.</p>

Reading Activities

Activity 2: UNDERSTANDING TEXT, CREATING EMPATHY AND ACCEPTANCE

Synthesis	
Educational Intention	<ul style="list-style-type: none"> - Everyone has a unique story - Stories help us learn about ourselves and our families - Stories can be told through pictures and words
Materials	The book, document camera, projector
Approximate Time	Two 30-minute sessions
Steps Toward Understanding	<p>A. Show the cover and ask students what they notice. (There are sparkly bits, the children are happy, there are fireworks in the sky, and the boy is wearing a very sparkly necklace.)</p> <p>AS YOU READ THIS BOOK YOU CAN ASK THE CHILDREN ABOUT THE NEXT IDEAS!</p> <p>B. Angus has a special ability. He can hear the sounds that some words make! Can you imagine how much fun this could be! Think about some words that can have sounds or feelings attached to them (loud, warm, and peaceful).</p> <p>C. Check for understanding of each of the sparkly words and "sequin" and "tutu".</p> <p>D. Angus likes sparkly things, and sparkly words. Having pre-taught the vocabulary, this first reinforcement will give students a chance to have some fun with their new words. Read each sentence and have the children act out how the words might sound.</p> <p>E. Angus' grandma gives him her necklace. How does he experience the happiness that this gift gives him (as an inner sparkle)? What does your inner sparkle feel like?</p> <p>F. What happens when he walks into his class? (The students tease him. There is no teacher and the students are definitely not using their WITS!)</p>

How does Angus feel? What happens to his inner sparkle? (drowns in a downpour of freezing rain!) What could you have done to help Angus if you were in his class? (Not laugh at him, say you like his necklace, stand up for him, get the teacher to help.)

G. How do you know that Angus is very sad long after school is over? (He stops seeing sparkles and hearing colours and he pushes his dog away.)

H. How does Melody help Angus? (She saved his beads. She also thinks they make bright sounds. She is a real friend.)

I. Why does Angus make two bracelets? (The two friends can share.)

J. Angus is still a bit scared that other kids will tease him because of his bracelet. How does Melody help? Every day gives us a chance to be a real friend to someone who needs it. Keep all your senses open today and every day in case someone needs YOU.

After Reading Activities

Activity 3: ACCEPTANCE BRACELETS

Synthesis	
Educational Intention	<ul style="list-style-type: none"> - Language and stories can be a source of creativity and joy - Everyone has a unique story
Materials	Beads and elastic cord cut into appropriate lengths for bracelets, a small box.
Approximate Time	40 minutes
Steps Toward Understanding	A. Have everyone in the class string beads to make two nearly identical bracelets (Don't forget to put a knot in the end of each string!) Suggest – favorite colours, sparkly beads, sequences of beads. Keep one bracelet for themselves and one to give away. Put all the given away bracelets in a box and have each student close their eyes and pick one. See if you can find the classmate who made it and tell that person what you like about

their bracelet (colours, bead sequences, sparkles). Emphasize that only positive comments are allowed. Students may keep the bracelets or the one they gave away could be stored in the classroom and borrowed by anyone who needs a bit of sparkle in their day.

Activity 4: SHINY WORD CLOUDS

Synthesis	
Educational Intention	- Playing with language helps us discover how language works.
Materials	Word cloud, document camera and projector (If you do not have access to a document camera, either circulate and show the cloud or give students photocopies.)
Approximate Time	45 minutes
Steps Toward Understanding	Project or show the word cloud below. Have them use crayons or coloured pencils to make their own cloud. The page could also be decorated with sequins and sparkles.

Activity 5: WE HAVE HELPING EMOTIONS!

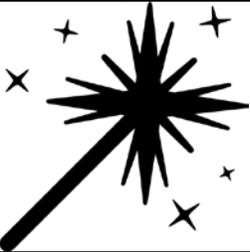
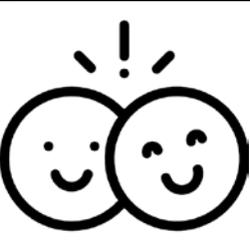
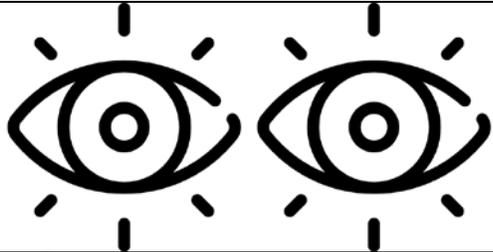
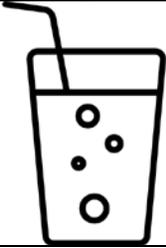
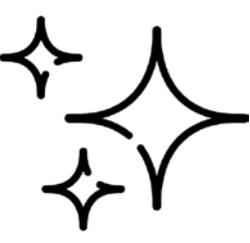
Educational Intention	How we feel is connected to our behaviours!
Materials	NONE
Approximate Time	15 minutes
Steps Toward Understanding	Think about a time you helped a friend or someone in your family? What did you do? How do you think they felt? How did you feel? Did you feel a glow or inner sparkle?

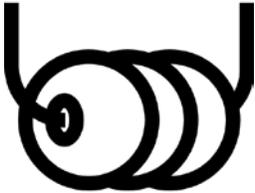
NOTE: We all like to be helpful because helping is connected to our inner sparkle! What can children do to help each other in class?

Adjective (Describer)	Thing (Noun)
Sparkly or sparkling	
Scintillating	
Glowing	
Lustrous	
Gleaming	

Glistening	
Crackling	
Twinkling	
Glimmering	
Sizzling	
Fizzing	

Nouns

Diamond	
Sparkler	
Smiles	
Eyes	
Soda	
Stars	

Fireworks	 A black and white icon of fireworks exploding upwards, with several stars and curved lines representing the fire trails.
Campfire	 A black and white icon of a campfire, showing a flame in the center with two logs crossed underneath.
Beads	 A black and white icon of a string of beads, with the string curving and several beads visible.
Pearl	 A colorful icon of an open oyster shell with a pearl inside. The shell is dark blue, and the pearl is a light yellowish-gold color.
Rainbow	 A colorful icon of a rainbow, showing the classic spectrum of colors: red, orange, yellow, green, blue, and purple.
Bacon	 A colorful icon of a piece of bacon, showing the characteristic wavy shape and the red, white, and yellow stripes.

All icons from www.flaticon.com

Create your own cloud of the children's favorite sparkly words

Use your own program or learn how to do this in WORD program in 4.5 minutes at

<https://www.youtube.com/watch?v=my1JRX84tyc>



A word cloud of sparkly words. The word "sparkly" is the largest and most prominent, centered in the middle. Surrounding it are several other words in various sizes and colors (red, purple, green, blue). The words include: glowing, lustrous, fizzing, scintillating, twinkling, glimmering, crackling, glistening, crackling, and gleaming.