

# GLITTER EVERYWHERE! ACTIVITY KIT

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Chris Barton  
Illustrated by Chaaya Prabhat  
978-1-62354-252-8 HC  
e-book available

## About the Book

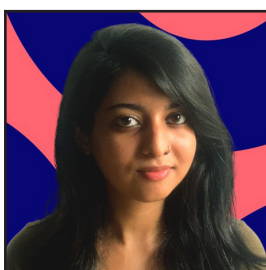
Everyone seems to have an opinion about glitter. But how much do you know about the tiny, shiny confetti? What makes glitter glitter? Why does it stick to everything? Who invented it? How is it made? Is glitter bad for the environment?

Chris Barton's informative wit and Chaaya Prabhat's vibrant art make *Glitter Everywhere!* sparkle as it covers the good, the bad, and shiny of all things glitter.



## About the Author

Chris Barton is the author of many picture books, including *New York Times* bestseller *Shark vs. Train*, Sibert Honor winner *The Day-Glo Brothers*, Orbis Pictus honoree *Dazzle Ships*, and *Whoosh! Lonnie Johnson's Super-Soaking Stream of Inventions*, which is included on twenty-one state reading lists. He lives in Austin, Texas.



## About the Illustrator

Chaaya Prabhat is a graphic designer, lettering artist, and the illustrator of *Bracelets for Bina's Brothers*. She holds an MA in graphic design from Savannah College of Art and Design. She lives and works in Chennai, India.

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## Activity Kit

## Before Reading

Pre-reading concept reviews help enrich students' learning experience!

### For younger students (K-2nd):

- After looking at the cover of the book and reading the title, ask students what they think *Glitter Everywhere!* is about. Write their responses on chart paper.
- Explain what glitter is. Talk about some examples of glitter students may encounter in their lives—on clothes and toys, in glitter glue or other craft supplies, etc. What's the difference between something *glittery* and something *shiny*?

### For older students (3rd and up):

- Based on the title and cover, ask students to describe what they think the book is about. Write their responses on chart paper.
- Have students discuss the following questions in small groups. Tape questions to a wall and ask students to tape their answers beneath the questions.
  - What is glitter?
  - Where does glitter come from?
  - What do I think of when I see glitter?
- Invite students to brainstorm a list of uses for glitter or products that contain glitter.
- Ask students what they know about pollution and plastics. What kinds of plastics end up in the ocean? How do they get there (for example, commercial fishing nets have a different pollution life cycle than consumer plastic packaging or plastic medical devices)? What alternative products exist or are being developed for plastic goods, including glitter? What organizations are helping to protect and clean up our oceans?
  - Optionally, show students some of the articles and/or videos from the "Environmental Resources" section on page 7 of this kit and discuss. "Oceans and Plastic Pollution" by the World Wildlife Fund includes more downloadable resources and a lesson plan for exploring the role of oceans in our lives and why healthy oceans are vital to our future.

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## Activity Kit

## Science: Color and Light

Use this lesson plan to explore the science of light and color vision.

### Materials

- Enough small prisms for each student or for pairs or groups of three to share
- Nontoxic paint in the three primary colors
- Paper plates
- Brushes
- Paper
- Colored markers
- Optional: colored light sources such as flashlights with a purple, green, or orange lens, a clear plastic tub of water, a projector

### Procedure

- 1. Connect to the text.** After reading *Glitter Everywhere!* as a class, return to pages 4-5 (“What makes glitter sparkle.”) and discuss the illustration with the class. Why is the butterfly blue? Compare this illustration to the illustration on page 9 (“More than three thousand years ago...”). How are these rays of colored light different from the light coming off the blue butterfly?
- 2. Independent inquiry.** Distribute the prisms and allow ten to fifteen minutes of free investigation. Encourage students to hold the prisms up to different light sources, try different angles and distances, and perhaps even tuck the prism into a mostly-zipped backpack to investigate what happens in a dark space. If using a tub of water, invite students to dip their prisms in and see if the light coming through the prism behaves differently underwater.
- 3. Class discussion.** After the investigation period, invite students to discuss what they learned in small groups or share with the class.
- 4. Exploring the color wheel.** Using a projector or standing where the class can see you, place a dollop of primary-colored paint on the plate and ask students which of the color wavelengths is being reflected into their eyes. Then place another dollop of primary-colored paint and ask students which of the color wavelengths is being reflected. Then mix the two primary colors together to get a secondary color. Ask students which color wavelengths are being reflected. Then demonstrate how you can shift the wavelengths in one direction or another by mixing more of either primary color into the secondary (for example, adding more blue to a green sample to make it darker and cooler).
- 5. Independent work.** If there is time, distribute paper plates, brushes, and paints to students and invite them to mix their own secondary color. Then ask them to paint a little swatch on a piece of paper and use colored markers to indicate which wavelengths of light are being reflected off their sample (like the blue butterfly diagram on page 5 of *Glitter Everywhere!*).

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## Activity Kit

## Art: Sparkle and Shine

Use this mixed-media project to develop art vocabulary and encourage exploration of different materials.

### Materials

- Glitter (in glue, particle, or craft sheet form)
- Various shiny craft materials (tinfoil, holographic craft paper, beads, wire, etc.)
- Glue or rubber cement
- Cardboard, cut into medium-small squares (approx. 6" x 6")

### Procedure

- 1. Pre-project discussion.** What's the difference between sparkly and shiny? Ask your class for examples of something that is sparkly but not shiny, something that is shiny but not sparkly, something that is both, and something that is neither.
- 2. Independent inquiry.** Invite students to explore the shiny and glittery materials you've provided. Can students organize them from most shiny to least shiny? Most sparkly to least sparkly?
- 3. Free work time.** Distribute one cardboard square to each student and invite them to glue materials to their square to make it as shiny and/or sparkly as they can. Provide fifteen to twenty minutes of free work time and circulate to answer questions and offer encouragement. If students are stuck, ask them to think of things and animals in nature that are sparkly, such as birds and butterflies.

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## Language Arts: Glitter Poem

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Fill in the blanks below to write your own poem about glitter!

\_\_\_\_\_ is glitter?  
[question word]

Glitter is \_\_\_\_\_ even in the \_\_\_\_\_.  
[adjective] [noun]

I glitter when I \_\_\_\_\_.  
[verb]

I glitter when I \_\_\_\_\_.  
[verb]

I glitter even in the \_\_\_\_\_ and I am \_\_\_\_\_.  
[noun from line 2] [adjective]

\_\_\_\_\_ • \_\_\_\_\_  
[verb from line 3, ending in "ing"] [verb from line 4, ending in "ing"]

\_\_\_\_\_ am I?  
[question word]

I am \_\_\_\_\_ even in the \_\_\_\_\_.  
[adjective] [noun]

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## Word Search

Name: \_\_\_\_\_

Date: \_\_\_\_\_

E T C O I N H L M  
S H E L L A C U I  
F A L M S R D M C  
L G L I T T E R R  
I S U C H B M Q O  
T H L A T S Y C N  
T I O U M K N T E  
E N S P A R K L E  
R E E S T A T I C

GLITTER  
SPARKLE  
SHINE

CELLULOSE  
MICA  
SHELLAC

FLITTER  
MICRON  
STATIC

# GLITTER EVERYWHERE!

## Activity Kit

## Related Reading

### For Further Reading

- Cleveland-Peck, Patricia, and Isabel Greenberg. *The Secrets of Tutankhamun: Egypt's Boy King and His Incredible Tomb*. Bloomsbury, 2018.
- Davidson, Rose. *The Big Book of Bling: Ritzy Rocks, Extravagant Animals, Sparkling Science, and More!* National Geographic, 2019.
- Davey, Owen. *Bonkers About Beetles*. Flying Eye Books, 2018.
- Dennie, Devin. *My Book of Rocks and Minerals*. DK, 2017.
- Kim, Eun-ju, and Ji-won Lee. *Plastic: Past, Present, and Future*. Scribe UK, 2019.
- Macaulay, David. *The Way Things Work: From Levers to Lasers, Windmills to Wi-Fi, a Visual Guide to the World of Machines*. Clarion, 2023.
- Montgomery, Heather, and Maribel Lechuga. *What's in Your Pocket? Collecting Nature's Treasures*. Charlesbridge, 2021.
- Newman, Patricia, and Annie Crawley. *Plastic, Ahoy! Investigating the Great Pacific Garbage Patch*. Millbrook, 2014.
- Spiro, Ruth, and Irene Chan. *Baby Loves the Five Senses: Sight!* Charlesbridge, 2019.
- Wick, Walter. *A Ray of Light: A Book of Science and Wonder*. Scholastic, 2019.

### Environmental Resources

- Hanson, Chris. "Kids Take Action Against Ocean Plastic | Short Film Showcase." *National Geographic*, February 21, 2017, <https://www.youtube.com/watch?v=hKFV9lquMXA>
- Ritchie, Hannah. "Where Does the Plastic in Our Oceans Come From?" *Our World in Data*, May 1, 2021, <https://ourworldindata.org/ocean-plastics>
- "Oceans and Plastic Pollution." World Wildlife Fund, <https://www.wwf.org.uk/get-involved/schools/oceans-and-plastics>